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A. COMPREHENSIVE DEVELOPMENT PLAN (CDP)

INSTITUTIONAL OVERVIEW

Rio Hondo College (RHC), located in Whittier, California, is a Hispanic Serving Institution (HSI). The sole college in the Rio Hondo Community College District (RHCCD), Rio Hondo, is a two-year, public college and part of the California Community College system.

History and Community Trends. Rio Hondo was established in 1962 and first offered classes in the fall of 1963. In 1966 the College opened its present campus in Whittier, located in Southeast Los Angeles County. The District contains nine cities, in whole or part, four distinct unincorporated communities, and a portion of another unincorporated community of Los Angeles County within the District boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, as well as portions of Norwalk, Downey, La Mirada, and City of Industry. The unincorporated communities include Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights.

According to the 2010 U.S. Census, the population of RHCCD is 380,783, more than 75% Hispanic. Eight of the ten high schools have more than 50% of students eligible for free- or reduced-priced meals—a key poverty indicator. Overall, 67.2% of the students at the ten high schools are eligible, which represents an increase from 58.4% in 2007-2008.

Student Body. Total enrollment at Rio Hondo College for Fall 2014 was 17,060 (California Community College Chancellor’s Office (CCCCO) Data Mart). Fifty-four percent (54%) of students are male; 46% are female. Sixty-seven percent (67%) of students attend part-time, with only 25% attending full-time and 8% attending on a non-credit basis. With respect to student race/ethnicity, 79% are Hispanic/Latino; 8% White/Non-Hispanic; 7% Asian/Native Hawaiian/Pacific Islander/Filipino; 2% Black; 0.2% American Indian or Alaska Native; and 4%

of Multi-Ethnicity or Unknown ethnicity. The median age of Rio Hondo College students is 23.

Academic Preparation. According to RHC Institutional Research data, 96.8% of RHC students assessed between July 1, 2013 and June 30, 2014 were determined “not college ready” in mathematics. In addition, 55.1% were determined “not college ready” in English and 70% “not college ready” in reading. Sixty percent (60%) of entering students represent the first generation in their families to attend college. They have strong and complex cultural mores that often work against college success and retention due to jobs and other competing priorities (e.g. family duties), as well as gender biases toward attainment of degrees, credentials, or training at the college level. In fact, 75% of RHC students are first generation **and** low income, compounding the barriers to persistence and completion.

Faculty Demographics. There are 546 faculty at Rio Hondo College, 67% of whom are part-time/adjunct. With respect to ethnicity, of full-time faculty, 50.85% are White; 32.2% Hispanic; 10.73% Asian; 3.3% Black; 1.13% Native American; and 4% Filipino.

Mission. As stated in its Mission Statement, “Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.”

Programs. RHC offers 39 associate degree programs (Associate of Arts [AA/AA-T] and Associate of Science [AS/AS-T] degrees) and 41 certificate programs. During the 2013-2014 academic year, Rio Hondo awarded 992 degrees and 271 certificates.

Accreditation. Rio Hondo College is accredited by the Accrediting Commission for Community and Junior Colleges (AACJC) of the Western Association of Schools and Colleges (WASC). The college received reaffirmation of its full accreditation in February 2015.

1. Analysis of Strengths, Weaknesses, and Significant Problems of the Institution

ACADEMIC PROGRAMS: STRENGTHS

Administrators, faculty, and staff in all divisions have been heavily engaged in evaluating, refining—and, where possible, even expanding—existing academic programs and offerings. For example, Rio Hondo College was recently selected as one of only 15 community college districts in California to participate in the Four-year Baccalaureate Degree pilot program, a landmark effort that has involved Career and Technical Education faculty and staff in developing a four-year bachelor’s degree in Automotive Technology to be launched Fall 2017. Rio Hondo was selected as one of 24 California Community Colleges to participate in the Pathway to Law School initiative in 2014. The program establishes a clear pathway by combining in-and-out-of classroom support for students.

The College continues to strengthen its efforts in meeting the educational needs of students through a number of intensive initiatives that rely on the collaboration of faculty, staff, and students. The 2010-2015 Title V IDEAS Program, in particular, has excelled at increasing course retention and course success of students while also fostering higher persistence rates. This program, has provided a Summer Bridge readiness program, Gateway tutoring (supplemental instruction), and Learning Communities. The Division of Mathematics and Sciences continues to provide the foundation support for thousands of students while also supporting initiatives like Math Engineering Science Achievement (MESA)—a California-based grant initiative. In 2013, RHC’s MESA Program was a finalist in the category: “Examples of Excelencia” by ¡Excelencia in Education! In Spring 2015, RHC launched the Writer’s Resource Center, offering English teacher consultation for students undertaking writing assignments in multiple disciplines. The Division of Kinesiology, Dance, and Athletics offers expanded fitness and performance opportunities in a new Physical Education Complex facility. Public Safety

continues to extend a vital reach into neighboring communities with Police and Fire Academies that are the second largest in the state. Administration of Justice and Advanced Officer Training opportunities, and an expanding Wildland Fire Technology program, continue to be rated among the best.

Although these interventions have shown significant results in course retention and course success rates, there must be a sizable increase in the number of students served over time to achieve key success measures, such as completion and transfer. These “pockets” of innovation and success will inform the proposed Title V project that seeks to move beyond interventions to systemic change. Impressive campus progress in educational technology will continue to inspire our college to integrate technology more effectively into the delivery of courses in all formats, both online and on-site.

ACADEMIC PROGRAMS: WEAKNESSES/SIGNIFICANT PROBLEMS

California’s “Accountability Reporting for the Community Colleges” (ARCC) compares “like” colleges through a method of peer grouping based on performance indicators and demographics. In the 2012 ARCC Report to the California Community Colleges’ Chancellor’s Office, RHC ranks lowest among its peer group in course completion rates for under-prepared students. This is significant because the majority of Hispanic students come to Rio Hondo College under-prepared to do college-level work. Also, Rio Hondo’s improvement rate for credit Basic Skills courses is lower than our peers: 50.7% compared to 58%.

According to the CCCCCO Student Success Scorecard the Rio Hondo’s **degree/certificate completion** rate for Hispanic students is only 34%, when looking at 2007-2008 cohort over a five year period. However the College data reveals that only 9% of the 2010 freshmen cohort graduated within four years, and only 10% of students transferred within four years, which

correlates to an overall low student progress and achievement rate for Hispanic students since they make up 75% of all RHC students.

Low Student Persistence Rates. Rio Hondo’s student persistence rates from fall to fall semesters also have fallen—from 64.5% in 2010 to 57.9% in 2013—according to our Office of Institutional Research and Planning. Data from the California Community College Student Success Scorecard show that Rio Hondo’s persistence rate is 14% lower than its peer colleges in California— at 57.9 the norm of 71.7%, a significant difference.

Slow Progression in the Basic Skills Sequence. The trend toward lower persistence rates is likely due to the slow progression in Rio Hondo’s Basic Skills course sequences, especially math. Basic Skills course success rates are significantly lower than those for transfer courses. According to the Rio Hondo College Student Success Scorecard, only **28% of students who started below transfer-level in mathematics ever completed a college-level course in mathematics!** Among RHC’s largest minority, Hispanic students, this percentage falls to 26%.

Rio Hondo students are often overwhelmed by the choices offered in college compared to high school and are left to wander around the curriculum, withdraw and repeat classes multiple times, and avoid services that could help them find a productive pathway. The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, **many students never see a counselor.**

INSTITUTIONAL MANAGEMENT: STRENGTHS

Rio Hondo College has maintained its programs and staffing through the recent economic downturn. The College now faces the prospect of moving forward and growing in times when statewide initiatives and the recovering economy create an unpredictable external environment. The strength of Rio Hondo’s institutional management is demonstrated by several key strategic

directions:

a. RHC continues efforts to build a culture of evidence. Based on 2008 recommendations from WASC, our accrediting agency, the College completed the development of a comprehensive strategic planning process, identified college-wide strategic goals and key performance indicators, created a resource allocation model, aligned planning to program review, evaluated the strategic planning process, and identified suggestions for improvement resulting in reaffirmation of accreditation in February 2015.

b. The recent development of a two-year class schedule at Rio Hondo is assisting students in their long-range educational planning and charting of two-year degree and certificate goals. This innovative two-year scheduling practice is the first of its kind among community colleges in the state, providing students with information about future class times, class offerings, and class availability up to two years in advance. Increased rates of students completing degrees, certificates, and transfer are expected to result.

c. Statewide initiatives have increased campus-wide dialogue on topics such as learning styles, effective pedagogies to meet the needs of students, institutional effectiveness, and uses of data for decision-making. Through the formation of the Institutional Effectiveness Committee (IEC), the College has adopted an institution-wide, holistic approach to planning, budgeting, and the delivery of instruction and student services to support equity in student access and success. This is being achieved through ongoing accreditation evaluation, educational master planning, program review, basic skills planning, and student equity planning.

d. RHC maintains strong partnerships with local high schools, baccalaureate-level institutions, and other community colleges. All staff and faculty at Rio Hondo are involved with the community regardless of title or role at the College. On a regular basis, local high

school district Superintendents come to Rio Hondo College to discuss the economy, new programs available at the College, and collaborative opportunities, including partnering in grant projects. Five new grant proposals were submitted in 2014 alone through the collaboration of local high school districts and community Colleges. The newly formed Rio Hondo Adult Education Consortium is also helping to align local programs for continuing education to avoid duplication and promote educational offerings.

e. Diversity in faculty hiring has increased significantly. Progress toward this institutional goal is exemplified by the fact that, of the 20 full-time faculty members hired during the 2014-15 academic year, 80% are minority ~~and~~ including 50% Hispanic. Additionally, of the 9 administrators hired in 2014, 66% are minority ~~and~~ including 33% Hispanic.

INSTITUTIONAL MANAGEMENT: WEAKNESSES/SIGNIFICANT PROBLEMS

Weaknesses in Rio Hondo's institutional management are indicated by the following:

a. Rio Hondo College is not fully aligned with the K-12 system, the CSU system, or the UC system. Currently, System policies between K-12 and postsecondary education related to standards, curriculum, and assessment are not well aligned to communicate either clear expectations for college or career readiness or to support a smooth transition for high school graduates. Students are frustrated and discouraged when they are placed into basic skills courses in subjects they passed in high school. RHC has taken steps to address this alignment problem by hosting a Common Core Summit in which local high school administrators and faculty engaged with College representatives about the high schools' innovative approaches to integrating the Standards, as well as ways in which partnering school districts could collaborate long-term on curriculum refinement to provide seamless transitions for students from high school to college.

b. Faculty at Rio Hondo College need regular access to resources, staffing, and

professional development opportunities to develop more effective instructional approaches for providing Basic Skills education. The College as a whole has not ensured that its Basic Skills programs are consistently engaging and pedagogically sound. We need to identify more consistently effective practices through professional development, training, and organizational processes and structures, which includes strengthening the relationship between instruction and student services. This includes the need for instructional faculty to work in partnership with student services professionals, non-instructional faculty, and instructional paraprofessionals.

FISCAL STABILITY: STRENGTHS

Strengths reflecting Rio Hondo’s fiscal stability are indicated by the following:

a. New Facilities. An extensive, bond-funded building program over the past few years has led to the construction and renovation of several major buildings on campus. Over the next five years, several additional facilities projects are slated to enhance instruction at our campus. Renovations to the Library Tower, Business Building, Music Building, and Wray Theatre will result in expanded and technologically enhanced classrooms and other instructional spaces.

b. The Office of Finance and Business ensures that the general accounting transactions of the College are properly authorized and free of material misstatements. External audits at Rio Hondo College are performed annually. Well-established procedures are in place for the collection, recording, and safe-keeping of funds in the Cashier's Office. Accountability and reconciliation procedures have been thoroughly tested. The Office of Accounts Payable employs three experienced staff members who ensure proper approval of all expenditures, prompt and accurate processing of invoices and check requests, and professional interactions with College personnel and vendors.

c. Accounting staff members are well-versed in federal, state, and local regulations

related to grants and contract management. Since 1996, Rio Hondo College has successfully managed many federal grants, including TRIO programs, Title V grants (2000 and 2010), and two NSF grants. These programs provide services and scholarships to Rio Hondo College students and to high school students at California, El Rancho, Pioneer, and South El Monte High Schools. Required reports for these programs have been submitted in a timely fashion.

FISCAL STABILITY: WEAKNESSES/SIGNIFICANT PROBLEMS

Challenges facing Rio Hondo’s fiscal stability consist of the following:

a. Slow Economic State Recovery. The 2013-14 academic year was the first in five years without threat of financial cuts from the state. The impact of the economic recession was characterized by the CCC System Strategic Plan as, “access lost; programmatic disinvestment; [and] increasing costs.” Rio Hondo’s economic stability must include modest budget increases accompanied by new State mandates that must be met.

b. Decreased State Funding for Basic Skills Programs. Basic skills development is a major focus of community college missions, yet it is inadequately funded throughout the California Community College system. Developing solutions to meet Basic Skills needs is critical to success in all other RHC missions: career training, transfer, and lifelong learning. Distribution of funds to the 112 California Community Colleges is based on the number of students placed in “remedial”—or below-college level—reading, writing, or mathematics courses. As a result, the distribution of funds to Rio Hondo College that previously delivered \$500,000 per year now provides only \$189,000 per year—a Basic Skills funding decrease of 62%.

c. Lower Per-student Funding. The California Community Colleges are near the bottom nationally in per-community college student revenue. Therefore, the average core expenses per

full-time equivalent (FTE) student at Rio Hondo are \$7,551 compared to the national threshold of \$11,287, based on 2013 figures.

DESCRIPTION OF THE ANALYSIS PROCESS

Rio Hondo’s Title V grant planning process has been grounded in an institution-wide, holistic approach to planning, budgeting, and the delivery of instruction and services to support equity in student access and success. This approach has allowed the College to integrate its accreditation, educational master planning, and program review processes with new statewide planning initiatives around Basic Skills, student equity, and student success planning efforts. The Title V cycle coincides with the five-year/six-year cycles of the educational master planning and accreditation self-evaluation processes, respectively.

Rio Hondo’s Administrative Council and leadership of the Academic Senate collaborated to develop a leadership structure for the Title V Planning Team. Over the course of several months, management and faculty volunteers served as members, and input from all constituencies was sought and incorporated into the grant planning process. All-campus forums served as the basis for the findings regarding the institution’s strengths, weaknesses, and problems, as identified in the Comprehensive Development Plan above. In these forums, strategies for addressing the identified problems also emerged. Further feedback was generated during an all-College Leadership Retreat held in April 2015. The information derived from these forums has formed the basis for our Title V project. A Title V Advisory Team was established to distill the ideas presented from the earlier forums into a Title V proposal. Those who provided input into the Title V development process during many group and individual meetings are listed in Table 1:

Table 1. Rio Hondo College Title V Grant Planning Team

RHC Superintendent/President	Dean, Counseling & Student Development
Vice President, Academic Affairs	Dean, Institutional Research & Planning
Vice President, Student Services	Dean, Mathematics and Sciences

Vice President, Finance and Business	Dean, Library and Institutional Support
Faculty Development Coordinator & Asst.	Asst. Dean, Student Success & Retention
Interim Director, Grants	Coordinator, Learning Assistance Center
Faculty in Math, English, Humanities	Director, Human Resources
Faculty in Counseling	Academic Senate President
Dean, Arts and Cultural Programs	Information Technology Services
Dean, Communications & Languages	Director, Transfer Center
Director, Educational Partnerships	Articulation Officer
Research Analyst	Dean, CTE/Instructional Operations

2. Overall Goals for the Institution

Table 2. Overall Goals for Rio Hondo College

College Academic Program Goals
Goal 1. Improve instruction in general education and major requirement courses leading to increased student AA/AS degree completion and university transfer.
Goal 2. Provide excellent instruction in career technical education leading to increased awarding of certificates and degrees.
Goal 3. Improve and provide innovative instruction and other learning opportunities in Basic Skills.
Goal 4. Promote a student-centered climate that ensures equal access to educational opportunities, contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.
Institutional Management Goals
Goal 5. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.
Goal 6. Meet the ever-changing technological needs required to support the educational process and enhance student access and success.
Fiscal Stability Goal
Goal 7. Increase fiscal stability by increasing Rio Hondo College’s retention and completion rates.

3. Measurable Objectives of the Institution

Table 3. Measurable Objectives and Relationship to College Goals

Goal 1. Provide excellent instruction in general education and major requirement courses leading to increased student AA/AS degree completion and university transfer.
Objective 1.a By September 30, 2020, increases the number of degrees awarded by 5% over the previous five-year average of 836 to 878.
Objective 1.b The College will improve success and retention rates in online courses by 1% annually through 2018.
Objective 1.c By 2018, the College will increase the number of students who have transferred to four-year institutions or earned Transfer Prepared status by five percent over the previous five-year average (2008-2009/2012-2013).
Goal 2. Provide excellent instruction in career technical education leading to increased

awarding of certificates and degrees.
Objective 2.a By September 30, 2020, increase the number of certificates awarded by 7% over the previous five-years.
Objective 2.b By September 30, 2020, develop 10 additional certificate and degree programs.
Goal 3. Provide excellent and innovative instruction and other learning opportunities in basic skills.
Objective 3.a The College will improve success in basic skills progression by 3% by 2020
Objective 3.b The College will increase percentage of first time students who begin their assessed math course in the first semester at Rio Hondo and continue through the sequence without interruption will increase by 1% annually through 2020.
Objective 3.c The College will increase the three-year developmental progression rate by 1% annually through 2020. The three-year developmental progression rate is the percentage of students starting a basic skills sequence who complete a transfer-level or degree-required course in the same subject within six primary semesters.
Goal 4. Promote a student-centered climate that ensures equal access to educational opportunities, contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.
Objective 4.a By September 30, 2020, The College will conduct a cohort study of the number of students who participate in activities that promote student engagement and compare their retention increases compared to non-participants.
Objective 4.b By September 30, 2020, the College will increase the faculty capacity to educate and inspire high-risk population.
Objective 4.c By September 30, 2020 the College will establish The Avance Student Success Center
Objective 4.d By July 2020, the College will require all new students, including online students, to meet with a counselor to identify a specific college goal and complete a comprehensive education plan outlining classes needed to achieve that goal prior to the end of the second semester.
Objective 4.e The College will increase the three-semester persistence rate from 69% to 75% by 2020.
Goal 5. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.
Objective 5.a By September 30, 2020, the College will increase Staff and Instructional Development across all campus entities by incorporating a professional development section in the institutional planning process.
Goal 6. Meet the ever-changing technological needs required to support the educational process and enhance student access and success.
Objective 6.a. By September 30, 2020, increase the number of opportunities for faculty to access and incorporate innovative instructional technologies through staff development, sabbaticals, conferences, and research.
Goal 7. Increase fiscal stability by increasing Rio Hondo College’s retention and completion rates.
Objective 7a. By September 30, 2020, increase the retention rate of degree seeking students from 56% to 70%.

4. Institutionalizing Practices and Improvements

Rio Hondo College is fully prepared to institutionalize the grant—named The “*Avance*” Project (TAP)—and scale up functions of the grant as soon as possible. Part of the duties of the grant’s Research Specialist, in addition to providing developmental evaluation information for all components of the grant, will be to analyze and present data each semester to College administration regarding how well each component of the grant is working. Based on this analysis, the College will help grant project personnel adjust, revise, or revamp each program component, with consideration for both enhancing student success and helping the College scale up services offered through The “*Avance*” Project that contribute to this success.

The College will fund institutionalization of The “*Avance*” Project activities through increases in enrollment and retention, resulting in increased revenue as well as existing funds. In fact, RHC is already fully funding a major portion of the Student Success Team component of the grant. By the end of the grant period, not only will grant functions be funded by RHC, they will be scaled-up or increased to serve larger and larger numbers of students. The “*Avance*” Project will truly serve as an active and important pilot that will be closely monitored and adapted so that it can become an increasingly important part of how the College guides first-generation, low-income students to be successful in progressing through and completing their educational goals.

5. Five-Year Plan Specifically Addressing Improvement of Services to Hispanic and Other Low-Income Students

Over the next five years, The “*Avance*” Project will address all relevant aspects of education and services, including matriculation (assessment placement, advising, counseling); instructional design; learning resources; curriculum design and sequencing; and supplemental learning

activities (e.g., tutoring, group learning, supplemental instruction, etc.); as well as other student support services (counseling, success coaches, peer mentors). One component of the grant project is to identify effective practices in professional development and training, and organizational processes and structures. A key organizational topic is the relationship between instruction and student services in order to increase student success, completion, and persistence.

B. ACTIVITY OBJECTIVES

Table 4: The “Avance” Project Objectives – Years 1-5

Objective	Performance Indicators
<p>Objective 1: Program participants will persist (enroll consecutively in their first three semesters) at a rate of 75%, compared to the current rate of 70%.</p> <p>Addresses weakness/opportunity Meets CDP Goal</p>	<p>a) 75% of program participants will successfully complete a First-Year Seminar during their first Fall semester beginning in Year 2. 225- Yr. 2, 525- Yr. 3, 900- Yr. 4, and 1,350 Yr. 5</p> <p>b) 75% of program participants will have enrolled in the Prescribed First-Year Schedule for their first academic year. 150- Yr. 1, 375 Yr. 2, 675- Yr. 3, 1050- Yr. 4, and 1500 Yr. 5</p> <p>c) 75% of program participants will have had at least 8 contacts with their Success Coach during their first academic year. 150- Yr. 1, 375 Yr. 2, 675- Yr. 3, 1050- Yr. 4, and 1500 Yr. 5</p> <p>d) 75% of program participants will have attended at least 4 program workshops during their first academic year. 150- Yr. 1, 375 Yr. 2, 675- Yr. 3, 1050- Yr. 4, and 1500 Yr. 5</p> <p>e) 375 (75%) of program participants will have maintained consecutive enrollment for the first Fall-Spring-Fall sequence of semesters. 150- Yr. 1, 375 Yr. 2, 675- Yr. 3, 1050- Yr. 4, and 1500 Yr. 5</p>
<p>Objective 2: Program participants will complete their basic-skills mathematics sequence within two academic years at a rate of 40%, compared to the current rate of 10%.</p>	<p>a) 25% of program participants will place into a higher Math course after completing the Summer Math Academy. 50- Yr.1, 125- Yr. 2, 225- Yr. 3, 350- Yr. 4, and 500- Yr. 5</p> <p>b) 90% of program participants will enroll in a Math course during their first Fall semester. 180- Yr.1, 450-Yr. 2, 810- Yr. 3, 1260- Yr. 4, and 1800- Yr. 5</p> <p>c) 80% of program participants will have successfully completed at least one Math course by the end of their first academic year.</p>

<p>Addresses opportunity Meets CDP Goal</p>	<p>160- r. 1, 400- Yr. 2, 720- Yr. 3, 1,120- Yr. 4, and 1,600- Yr. 5</p>
<p>Objective 3: Program participants will achieve completion (degree, Chancellor-approved certificate, or transfer-related outcomes) at a rate of 20% in three years (compared to the current rate of 15%) and a rate of 60% in five years (compared to the current rate of 39% in six years)..</p> <p>Addresses opportunity Meets CDP Goal</p>	<p>a) 90% of program participants will have completed a Comprehensive Student Educational Plan by the end of their first academic year. 180- Yr. 1, 450-Yr. 2, 810- Yr. 3, 1260- Yr. 4, and 1800-Yr. 5</p> <p>b) 75% of program participants will have attended at least 3 appointments with their Success Counselor during their first academic year. 150-Yr. 1, 450-Yr. 2, 675- Yr. 3, 1,050- Yr. 4, and 1,500- Yr. 5</p> <p>c) (80% of surveyed) program participants will have gained student success knowledge and skills during their first academic year. 40- Yr. 1, 60-Yr. 2, 80- Yr. 3, 100- Yr. 4, and 120- Yr. 5</p> <p>d) 60% of program participants will have completed at least 9 units of UC/CSU General Education requirements by the end of their first academic year. 120- Yr. 1, 300-Yr. 2, 540- Yr. 3, 840- Yr. 4, and 1,200- Yr. 5</p> <p>e) 75% of program participants will have earned at least 21 units by the end of their first academic year. 150- Yr. 1, 375- Yr. 2, 675- Yr. 3, 1050- Yr. 4, and 1,500 Yr. 5</p> <p>f) 70% of Cohort 1, 2, 3, and 4 participants will have earned at least 40 units by the end of their second academic year. 140- Yr. 2, 350- Yr. 3, 630- Yr. 4, and 980- Yr. 5</p> <p>g) 40 (20%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their third academic year.</p> <p>h) 80 (40%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their fourth academic year.</p> <p>i) 60 (20%) of Cohort 2 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their third academic year.</p> <p>j) 120 (60%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their fifth academic year.</p>

	<p>k) 120 (40%) of Cohort 2 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their fourth academic year.</p> <p>l) 80 (20%) of Cohort 3 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their third academic year.</p>
<p>Objective 4: The College will continuously increase its institutional and faculty capacity to educate high-risk student populations.</p> <p>Addresses opportunity Meets CDP Goal</p>	<p>a) RHC faculty members will have participated in collaborative learning on the California Common Core Standards relevant to their disciplines. 10-Yr. 1, 12-Yr. 2, 14- Yr. 3, 16- Yr. 4, and 18- Yr. 5</p> <p>b) RHC faculty members will have participated in curriculum development for the First-Year Seminar Course. 12-Yr. 1, 16- Yr. 2, 20- Yr. 3, 24- Yr. 4, and 24- Yr. 5</p> <p>c) First-Year Seminar Courses (1.5 units each) will have been developed. 6-Yr. 1, 8-Yr. 2, 10- Yr. 3, and 12 - Yr. 4,</p> <p>d) RHC faculty members will have gained knowledge/skills about educating high-risk populations. 20-Yr. 1, 40-Yr. 2, 60- Yr. 3, 80 - Yr. 4, and 100- Yr. 5</p> <p>e) RHC faculty members will have applied skills for educating high-risk populations in their classrooms/laboratories. 15-Yr. 1, 30-Yr. 2, 45- Yr. 3, 60- Yr. 4, and 75- Yr. 5</p>

2. Relationship of Activity Objectives to Goals and Problems to Be Solved in CDP

The Activity proposed by The “Avance” Project directly addresses the significant problems of the institution and the goals outline in the Comprehensive Development Plan. Table 5 illustrates the relationship between the Activity objectives and the College’s problems and goals.

Table 5: The “Avance” Project: CDP Problems and Goals/Activity Objectives

Problem in CDP	CDP Goal	Relationship to Activity/ Objectives
<p>Academic Problems</p> <ul style="list-style-type: none"> • Low student completion/graduation 	<p>1. Provide excellent instruction in general education and major requirement courses leading to</p>	<p>Activity Objectives: 1.2,3,4</p>

<p>rates</p> <ul style="list-style-type: none"> • Low student persistence rates • Slow progression in the Basic Skills sequence 	<p>increased student AA/AS degree completion and university transfer</p> <ol style="list-style-type: none"> 2. Provide excellent instruction in career and technical education leading to increased awarding of certificates and degrees 3. Provide excellent and innovative instruction and other learning opportunities in Basic Skills 	
<p>Institutional Management Problems</p> <ul style="list-style-type: none"> • Faculty at Rio Hondo College need regular access to resources, staffing, and professional development opportunities to develop more effective instructional approaches for providing Basic Skills education. • Rio Hondo College is not sufficiently aligned with the K-12 system 	<ol style="list-style-type: none"> 1. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff 2. Promote a student- centered climate that ensures equal access to educational opportunities, contributes to increases in retention and persistence, and improves student success through collaboration that values diversity 	<p>Activity Objectives: 1.2,3,4</p>
<p>Fiscal Stability Problems</p> <ul style="list-style-type: none"> • Slow economic recovery • Decreased state funding for Basic Skills programs • Staffing stretched to the limit 	<ol style="list-style-type: none"> 1. Increase fiscal stability by increasing RHC’s retention and completion rates 	<p>Activity Objectives: 1,2,3,4</p>

C. IMPLEMENTATION STRATEGY AND RATIONALE

1. Comprehensive Implementation Strategy

The “Avance” Project (TAP) is designed to improve student completion on a substantial scale at Rio Hondo College: strategically building capacity from 200 students in Year 1, 300 in

Year 2, 400 in Year 3, 500 in Year 4, to 600 in Year 5. Over the next five years, The “*Avance*” Project will address all relevant aspects of education and services at our campus, including matriculation (assessment placement, advising, counseling); instructional design; learning resources; curriculum design and sequencing; and supplemental learning activities (e.g., tutoring, group learning, supplemental instruction, etc.); as well as other student support services (counseling, success coaches, peer tutors/mentors). One component of the project is to identify effective practices in professional development and training, and organizational processes and structures. A key organizational topic is the relationship between instruction and student services in order to increase student success, persistence, and completion.

The College is poised to move beyond the past approach of adopting discrete “best practices” and bringing them to scale. In leveraging new resources, the College is implementing a “best process” approach in which the redesign of current policies, programs, and practices will enable the establishment of a systemic, integrated, and connected success pathway for participating first-year students who “opt-in” to the program to increase their likelihood of persistence into their second year. For example, the College is currently taking steps to improve the process for assessing students in Math and English. Rio Hondo is a pilot college in California’s Common Assessment Initiative (CAI), working to implement “multiple measures” assessment in tandem with a statewide, standardized assessment tool. In addition, preliminary use of adaptive math software at our College suggests that students can prepare better for assessment tests based on targeted areas of weakness.

The Title V Planning Team conducted a comprehensive review of related literature, studies, and working models at other colleges to formulate the high impact practices that comprise The “*Avance*” Project. The following three strategies will help expand institutional

capacity to foster student success and completion of educational goals, particularly for Hispanic and low-income students:

- **Strategy # 1 - Improving Course Progression through the Basic Skills Sequence.** The strategy to accelerate progression through Basic Skills sequence includes three components: **(a) Summer Math Academies, (b) Prescribed First-Year Schedule, and (c) The “Avance” Student Success Center & Team.**
- **Strategy # 2 - Guiding Students to Choose a Program of Study.** The strategy to guide students to choose a Program of Study includes **First-Year Seminar Courses.**
- **Strategy # 3 - Facilitating Professional Learning for Faculty and Staff Cohorts.** The strategy to improve the capacity of faculty to educate and engage high-risk populations includes **The “Avance” Professional Learning Institute** for faculty and staff.

2. Implementation Strategy Rationale

Improving Course Progression through the Basic Skills Sequence

a. Summer Math Academies. The two-week Summer Math Academies (16 hours over four days per week, no-cost, and no-credit) at Rio Hondo College will accelerate the progression of Basic Skills sequence completion in four fundamental ways: 1) through re-assessment in hopes of placing higher on assessment exam; 2) by improving skills and math efficacy; 3) through the success team providing a smooth transition from high school to college; and 4) through an innovative curricular redesign that will focus on mastery of Statistics for non-STEM majors. There will be two Summer Math Academy strands: one for STEM (Science, Technology, Engineering, and Math) pathway students and one for non-STEM pathway students. This dual approach is derived from the widespread recognition that there must be an alternative math sequence (non-STEM) to the traditional developmental Algebra sequence, which is not well-

aligned with the study of Statistics, a required course for the majority of non-STEM majors. According to a nationwide study by the Community College Research Center, among students who begin three or more levels below college math, 90% disappear before ever completing the college-level course. Similarly, among the students who begin one or two levels below college math, 80% and 73%, respectively, “stop out” before completing the college-level course.

- *STEM Summer Math Academy* – First-year students who intend to pursue a STEM pathway will be guided to participate in the “STEM Summer Math Academy,” during which they will engage in intensive instruction and supportive activities in covering both elementary and intermediate algebra content as part of their preparation for Calculus. The primary method for instruction will be the use of specialized software—*Assessment and Learning in Knowledge Spaces (ALEKS)*—a Web-based, artificially intelligent assessment and learning system. The *ALEKS* software’s adaptive questioning feature quickly and accurately determines a student’s knowledge and proficiency level, then appropriately prompts the student on the topics he or she is most ready to learn, while also periodically reassessing the student to ensure that topics are retained. Math faculty, along with peer tutors, will facilitate the *ALEKS*-based instruction and provide individual or small group topical mini-workshops to support student learning.

Upon completing the STEM Summer Math Academy, students will be given the opportunity to re-assess for possible advancement to higher-level math courses. This will effectively accelerate their course progression through the College’s algebra math sequence by eliminating one or more semesters of math and thereby increase their ability to achieve their goal of transfer and/or a degree or certificate within three years. Other local colleges, such as El Camino College, Cañada College, Pasadena City College, and Santa Ana College, have similarly implemented a successful summer “Math Jam” or “Math Academy” two-week review session

that integrates math instruction and structured supplemental support with engaging orientation-to-college activities.

Additionally, some students in the STEM Summer Math Academy will be provided the opportunity to participate in Rio Hondo College’s MESA (Math, Engineering, and Science Achievement) program—nationally recognized by ¡*Excelencia in Education!*—to prepare for and graduate from a four-year college or university with a calculus-based degree in STEM. The MESA and TRIO STEM programs create a comprehensive continuum of support services that include enrichment in mathematics, physics, and chemistry through required Academic Excellence Workshops (ACE); academic advising by a dedicated counselor; and peer group support. All of these support services lead to students’ strengthened academic and leadership skills, educational performance, and confidence to compete professionally in STEM fields.

- *Non-STEM Summer Math Academy* – Rio Hondo College will join a growing number of California colleges—such as Los Medanos College, College of the Canyons, Diablo Valley College, and Riverside City College—by piloting an innovative alternative accelerated “Math Re-design” involving the development of an intensive, one-semester, developmental math Pre-Statistics course that will focus not on a review of algebraic skills pertinent to the study of Calculus, but instead on accelerating students’ preparation for college-level Statistics. To accelerate non-STEM pathway students through the College’s math sequence appropriately and efficiently, faculty from the Department of Mathematics will develop a new Pre-Statistics course with no pre-requisite, which will allow completion of transfer math requirements in two semesters. By removing the structural barrier typical of the traditionally extended algebra math sequence—as with the case for students assessing two to four levels below college math—the pathway to and through college math is one to three semesters shorter. For example, at Los

Medanos College—which pioneered the “Path2Stats” course in California—students complete college Math at dramatically higher rates than students with comparable standing at the start.

During the Summer Math Academies—both the “STEM Summer Math Academy” and “Non-STEM Summer Math Academy”—students will be introduced to The “Avance” Student Success Team that will stay in place throughout participation in The “Avance” Project.

b. Prescribed First-Year Schedule. To support completion of a degree, certificate, or transfer eligibility within three years, students in The “Avance” Project will enroll in a guaranteed, prescribed first-year schedule of courses that requires full-time status (12 units in Fall semesters and 13.5 units in Spring semesters). The prescribed first-year schedule will increase progression of Basic Skills in form/structure and content. The rationale is that first-year students need guidance during their first year in selecting courses that support completion of degrees and transfer-preparation in a timely manner. Prescribed courses will highlight innovative pedagogies and techniques proven to increase student success. These strategies will be complemented by “high-touch, wrap-around” services provided by the “Avance” Student Success Team and Center. This integration of academic and student support services will ensure that students continue to progress on a path toward degree, certificate, or transfer completion.

During the Fall semester, students will enroll in a recommended English Course, a recommended Math Course, a Lifelong Learning & Self-Development Course (e.g., Counseling 101: Life & Student Success or Reading 134: Effective Study Methods); and a First-Year Seminar Course (see Table 6).

Table 6: Prescribed First-Year Schedule: Fall and Spring Semesters

Fall Semester	Spring Semester
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Recommended English Course	3.5 Units	Recommended English Course	3.5 Units
Recommended Math Course	4 Units	Recommended Math Course	4 Units
Lifelong Learning & Self-Development Course (e.g., COUN 101, READ 134)	3 Units	General Education Course	3 Units
First-Year Seminar Course	1.5 Units	General Education Course	3 Units
Total:	12 Units	Total:	13.5 Units

The Lifelong Learning & Self-Development course requirement (which may be fulfilled by enrolling in a course such as Counseling 101, Reading 134, etc.) will provide curriculum that is designed to address some of the critical factors that influence success in college, including psycho-social, non-cognitive, and cognitive factors. Topics will include developing growth mindsets, help-seeking behaviors, internal/external motivation, values clarification, time-management, goal setting, and study skills. The First-Year Seminar Course will foster scholarly engagement within targeted discipline areas, leading students to develop a clearer focus on a chosen program of study.

During the Spring semester, students will continue in the English and Math course sequence as well as enroll in two General Education (GE) courses, as indicated in Table 6. Possible G.E. course options will include Political Science, Speech, Arts, and Humanities. By the end of their first year, the “Avance” Project students will have enrolled in 25.5 units with the anticipation that the majority of them will have successfully completed at least 21 units. This unit achievement will represent a critical milestone for first-year students as they dramatically increase their likelihood of continuing on a pattern of completing 40 units by the end of their second year and then 60 units by the end of year three, leading to the ultimate goal of attainment of a degree, certificate, or transfer within three years. College data indicate it takes an average of

six years for Rio Hondo students to achieve their educational goals. Cutting that prolonged timeframe by half is of utmost importance to our institution for the benefit and long-term success of our students.

c. The “Avance” Student Success Team & Center. To be most effective, support for first-year students should not be limited to the classroom. Student support services—such as academic and personal advising, counseling, tutoring, and financial aid—are also critically important for promoting better outcomes for students. Rio Hondo College will establish an “Avance” Student Success Center & Team, operating within a campus space to be identified as The “Avance” Center and providing students with an integrated staff of Counselors, Success Coaches, Instructional Assistant, and Peer Tutors working in tandem with Summer Math Academy faculty. As previously described, this innovative resource is aimed at supporting the “Avance” students’ cognitive and non-cognitive needs on an ongoing basis throughout the first year and into the third semester. Research shows a positive impact is made when student support services shift from student interactions focused solely on “transactions” to student interactions concerned with the “student experience” and building longer-term relationships (Burnett and Oblinger, 2002). According to Rio Hondo data, it is also during the critical first and second semesters that students need “high-touch, wrap around” services that include in- and out-of classroom support services. Following an “intrusive advising” framework, the “Avance” Student Success Team will build upon relationships established with students during the Summer Math Academies. The “Avance” Student Success Team will be assigned the roles and responsibilities indicated in Table 7:

Table 7: Roles and Responsibilities of The “Avance” Student Success Team

Roles	Responsibilities
Counselor	<ul style="list-style-type: none"> • Assist with academic and career planning • Assist with goal clarification, educational planning, identification of program of

	<ul style="list-style-type: none"> study, and career exploration • Facilitate interventions for high-risk students • Work effectively with Tutor/Mentors and instructional staff to make them more aware of the type and extent of the issues students face. • Initially interact with students by providing general orientations and workshops during the Summer Math Academies • Assist with developing both the required Abbreviated Student Educational Plan (ABSEP) and Comprehensive Student Educational Plan (CSEP) • Provide intervention follow-up for students at-risk and coordinate other support services with the Success Coaches
Success Coach	<ul style="list-style-type: none"> • Provide proactive and consistent “intrusive advising” to ensure students successfully remain on-track, and connect students with support services • Communicate and monitor up to 120 program participants per coach • Initiate ongoing contacts with the students (at least four per semester) to informally discuss how the student is generally doing; follow up on class attendance, counseling appointments, and tutoring sessions; and coach students on developing “help-seeking behaviors” • Advocate, support, and guide students to appropriate resources that will enhance the academic success of the program participants • Be assigned to specific First-Year Seminar sections to collaborate with Seminar faculty on integrating advising into the curriculum, thereby ensuring an integrated support model
Peer Tutor	<ul style="list-style-type: none"> • Assist with tutoring and supplemental instruction • Conduct informal advising, general college guidance, and general student support • Facilitate students’ transition to college by serving as a peer role models • Provide academic support in individual or group study sessions outside of class • Foster a positive mind-set of achievement • Tutor/Mentors will serve as conduits between students and counselors, success coaches, and instructors

The “Avance” Center will be a place for students to gather, bond, and learn from each other, as well as to access information. The space will offer a small reception area (clerk to check-in and direct students); lounge area (sofas) for social interaction and relaxation; computer/study area (with tables and chairs); tutoring area (separate, enclosed space for focused small group and/or individual tutoring sessions); office space with suite of individual offices for counselors (at least two full-time and additional part-time); and Success Coaches to confer with students.

Guiding Students to Choose a Program of Study

First-Year Seminar Courses. Rio Hondo College will institutionalize a process to develop innovative First-Year Seminar courses that will increase “persistence” of student participants

through the Fall of their second year of college, a notable milestone for first-year students. Rio Hondo’s First-Year Seminar courses will be modeled after “discipline-based” seminars at four-year institutions with a broad range of disciplines represented: Humanities, STEAM (Science, Technology, Engineering, Art, and Math), Bio-Sciences, Behavioral and Social Sciences, Fine Arts, Kinesiology, and Public Safety.

Some of the First-Year Seminars will be focused around career and technical education (CTE) pathways, exposing students to disciplinary and workforce-related expectations in vocational fields. Opportunities for internships, externships, and other cooperative work experiences will be explained during this first-semester seminar, providing students with an earlier understanding of CTE curriculum and capstone events. As with seminars in other academic areas, early exposure to career/technical pathways will ultimately lay a foundation students will build on as they pursue degree and certificate goals.

The First-Year Seminars will be offered as 1.5-unit credit courses of reasonably intimate size (approximately 25 students in each). They will incorporate a common set of objectives, which include:

- fostering student engagement in a discipline/pathway;
- developing discipline-specific study skills;
- providing field-based “experiential” learning opportunities (a high-impact educational practice);
- designing collaborative assignments and/or projects (another high-impact educational practice);
- promoting acculturation to the college culture, especially from the perspective of incoming students educated under California Common Core Standards;
- developing a positive “growth mindset;” and
- establishing interpersonal and supportive relationships with Seminar faculty and classmates, as well as with members of The “Avance” Student Success Team.

An “Avance” Professional Learning Institute will support Seminar development efforts by

providing faculty the training and support they need to unleash their creativity. Not only will faculty be involved in designing dynamic curriculum for these seminars—completely new delivery formats for Rio Hondo curricular programs—faculty will be expected to learn from seminar students now enrolling at our College as the first incoming students educated under California Common Core Standards throughout their complete high school experience. The “Avance” Professional Learning Institute will provide essential staff development opportunities for faculty and administrators to address this pedagogical paradigm shift.

Facilitating Professional Learning for Faculty and Staff Cohorts.

The “Avance” Professional Learning Institute for faculty and staff. It is widely recognized, though little addressed issue across higher education, that college professors are hired for disciplinary knowledge, not for pedagogical preparation. At the same time, community college faculty members are typically drawn to such institutions out of an intensive commitment to teaching. In acknowledging this disparity, dynamic professional development will be crucial to sustaining student success initiatives, such as the comprehensive first-year success program known as The “Avance” Project.

One component of the “Avance” Professional Learning Institute will involve a collaboration between College faculty and local high school faculty centered around effective teaching and learning within the context of the California Common Core Standards, which are intended for both college and career preparation. These Standards require K-12 faculty in the state to design curriculum and implement critical thinking learning strategies to address the rigorously dramatic shifts in the teaching of not only English Language Arts and Mathematics, but also other disciplines, such as Social Science, Physical Science, and Career and Technical Education. These curricular and pedagogical shifts call for deep understanding of integrated concepts,

evidence-based reasoning, and problem-solving with real world applications. *The “Avance” Professional Learning Institute for faculty and staff* will foster collaboration on curriculum refinement and long-term collaboration to provide a seamless transition for students from high school to college within this context. Classroom exchanges will be a powerful tool for showcasing classroom techniques and launching supportive conversations with a focus on student learning. In particular, Math and English faculty teaching courses as part of the prescribed First-Year Course Schedule will be invited to participate in this significant professional development opportunity.

Another component of professional development will pertain to the faculty who teach the First-Year Seminar courses. These key faculty members will engage in training on model curriculum and developing best teaching practices. A community of professional learners will embark, prior to the Fall semester in which these courses will be scheduled, in professional development activities facilitated by a First-Year Seminar Faculty Coordinator. Additionally, the Faculty Coordinator will conduct monthly half-day sessions during the Fall semester to promote an exchange of pedagogical approaches, collaborative student activities, and field-based experiential learning opportunities. This “peer” approach will positively influence the culture of the First-Year Seminar courses as participating faculty—who represent different divisions and are used to working in silos—will feel more connected to their colleagues and value the increased attention to teaching and learning.

What will make these professional learning activities unique is that they will be “inquiry-based”—focused on posing questions or problems and then identifying, as well as researching, issues to develop knowledge or formulate solutions. Inviting others to solve a problem or address a question is much more effective than urging others to adopt a particular practice.

Using actual pedagogical challenges as case studies will invite colleagues to participate more genuinely in the discussion. Equally importantly, this approach will be driven by faculty and staff together, thereby promoting faculty, administrator, and classified staff buy-in.

3. Implementation Timetable

The timeline indicated in Table 8 outlines the specific management tasks to be completed, including primary participants, methods involved, tangible results and projected time frames. It covers the entire five-year grant period, with information presented by federal fiscal year.

Table 8: Implementation Timetable

Specific Tasks	Participants	Methods	Results	Time Frame
Year 1: October 1, 2015 – September 30, 2016				
Project Start: appoint Project Director	RHC President	Appointment by President	Position filled; management structure formed; schedule for project progress reports established	10/2015
Hire new Title V staff	Project Director (PD), HR Director	Post-employment notices; search committee process; conduct interviews; select qualified individuals	Expertise in place for successful activity components	10/2015 - 12/2015
Contract with External Evaluator	PD	Put out bid for proposals, contract following RHC policies and procedures	Evaluator retained; evaluation schedule set	10/2015
Develop project schedule	PD	Draft submitted to president	Schedule reviewed and finalized	11/2015
Purchase equipment and supplies for Year 1	PD, Project staff	RHC purchase and acquisition procedures	New equipment and supplies in use	11/2015 -4/2016
Establish “Avance” Center for Student Success	PD, Dean of Counseling, Instructional Assistant	Identify and set-up facility; hire and coordinate Student Success staff	Center provides integrated academic and counseling support for students	10/2015 -9/2016
Create Professional Development Plan	PD, Faculty Development Coordinator,	Draft submitted to President	Ongoing plan for professional development activities	1/2016

	FY Seminar Coordinator		finalized	
Begin professional development for FY Seminar and other Faculty	Faculty Development Coordinator, FY Seminar Coordinator	Advertise professional development opportunities	Faculty informed and participate in professional development program	1/2016-9/2016
Submit course curriculum of First-Year Seminar Courses for approval	PD, FY Seminar Coordinator; Faculty participants	Recruit and guide faculty in the curriculum development; schedule courses for Fall 2016	First-Year Seminar courses approved and offered	10/2015 - ongoing
Plan and institute Summer Math Academy	PD, Summer Math Academy Coordinators, Instructional Assistant	Organize activities; arrange program schedule, recruit support staff	Summer Math Academy program and Math re-assessments implemented	2/2016 -8/2016
Year 1 assessment	PD, Research Specialist, Project staff, External Evaluator	Project Director will collect and maintain accurate and consistent data on activity components	PD reports on activity progress; explains plan for anticipated improvements to student success and faculty development	11/2015 - 09/2016
Year 2: October 1, 2016 – September 30, 2017				
Promote and offer Year 2 professional development for FY Seminar and other Faculty	PD, Faculty Development Coordinator; FY Seminar Coordinator	Coordinate and advertise faculty development opportunities	Faculty aware of and participate in faculty development opportunities	10/2016 -9/2017
Develop and offer additional FY Seminar Courses	PD, FY Seminar Coordinator	Recruit and guide faculty in the curriculum development	First-Year Seminar courses approved and offered	10/2016 - ongoing
Coordinate/offer Summer Math Academy	PD, Summer Math Academy Coordinators, Instructional Assistant	Organize activities; arrange program schedule, recruit support staff	Summer Math Academy program and Math re-assessments implemented	2/2017 -8/2017
Year 2 assessment	PD, Research Specialist, Project staff, External	Project Director collects and maintains accurate and consistent data	PD reports on activity progress; explains plan for anticipated improvements to	09/2017

	Evaluator	on activity components	student success and faculty development	
Year 3: October 1, 2017 – September 30, 2018				
Promote and offer Year 3 professional development for FY Seminar and other Faculty	PD, Faculty Development Coordinator; FY Seminar Coordinator	Coordinate and advertise faculty development opportunities	Faculty aware of and participate in faculty development opportunities	10/2017 - 09/2018
Continue to offer Summer Math Academy	PD, Summer Math Academy Coordinators, Instructional Assistant	Organize activities; arrange program schedule, recruit support staff	Summer Math Academy program and Math re-assessments implemented	2/2018-08/2018
Year 3 assessment	PD, Research Specialist, Project staff, external evaluator	Project Director collects and maintains accurate and consistent data on activity components	PD reports on activity progress; explains plan for anticipated improvements to student success and faculty development	09/2018
Year 4: October 1, 2018 – September 30, 2019				
Promote and offer Year 4 professional development for FY Seminar and other Faculty	PD, Faculty Development Coordinator; FY Seminar Coordinator	Coordinate and advertise faculty development opportunities	Faculty aware of and participate in faculty development opportunities	10/2018 -9/2019
Continue to offer Summer Math Academy	PD, Summer Math Academy Coordinators, Instructional Assistant	Organize activities; arrange program schedule, recruit support staff	Summer Math Academy program and Math re-assessments implemented	02/2019 -8/2019
Year 4 assessment	PD, Research Specialist, Project staff, External Evaluator	Project Director collects and maintains accurate and consistent data on activity components	PD reports on activity progress; explains plan for anticipated improvements to student success and faculty development	09/2019
Year 5: October 1, 2019 – September 30, 2020				
Promote and offer Year 5 professional development for FY Seminar and	PD, Faculty Development Coordinator, FY Seminar Coordinator	Coordinate and advertise faculty development opportunities	Faculty aware of and participate in faculty development opportunities	10/2019 - 09/2020

other Faculty				
Continue to offer Summer Math Academy	PD, Summer Math Academy Coordinators, Instructional Assistant	Organize activities; arrange program schedule, recruit support staff	Summer Math Academy program and Math re-assessments implemented	02/2020 -9/2020
Institutionalize project	PD, RHC President, Project Staff	Facilitate planning meetings; leverage institutional and other funding sources	Continue programs beyond grant	9/2020-ongoing
Final evaluation, project closeout	PD, Research Specialist, Project staff, External Evaluator	Review data and reports	Final report to President and DOE	09/2020

D. KEY PERSONNEL – Experience, Training, and Time Commitment

Table 9: Title V Project Director

Name: Barbara Salazar	Time Commitment: 100%
Current Title: Title V Project Director; Assistant Dean, Office of Student Success and Retention	Reports to: Dr. Robert Holcomb, Dean of Communications & Languages, previous Title V Project Director; Dr. Kenn Pierson, Vice-President of Academic Affairs; also has access to the President/Superintendent, Teresa Dreyfuss.
Duties: Provide overall leadership and direction for all aspects of the Title V Project. Serve as grant administrator and institutional lead for the project, including ensuring compliance with Title V rules and regulations. Develop a communication system between project staff and key personnel, including quarterly meetings to report progress and discuss changes based on formative evaluation data. Perform continuous monitoring and project evaluation in conjunction with the Research Specialist and the external evaluator. Oversee and approve expenditures of project funds in a timely manner and in accordance with the terms of the grant award. Monitor the activity budget and work with the Office of Finance & Business to ensure that policies and procedures are followed. Coordinate, direct, manage, and monitor project staff to ensure objectives are met (including first bi-monthly, then monthly staff meetings, the minutes of which will be kept on record) and monthly time and effort reports are recorded. Track and adhere to timelines set forth in the grant proposal. Maintain a positive working relationship and essential correspondence with Title V Program Officer. Coordinate the preparation and timely submittal of all required reports for the institution and the Department of Education.	

<p>Minimum Qualifications: Master’s degree in an instructional or student services area. One year of formal training, internship, or leadership experience reasonably related to the administrative assignment. Minimum five years of experience in undergraduate instruction preferred.</p>
<p>Qualifications/Experience of Barbara Salazar: Experience: 3 years of con-current experience as Title V Project Director and Assistant Dean, Office of Student Success & Retention (2012-present). 17 years of teaching experience as Assistant Professor of English at Rio Hondo Community College. Student Equity Committee (2014-present); Student Support and Success Programs Committee (2012-2014); Rio Hondo College Leadership Academy (2013-2014); Basic Skills Initiative Committee Co-Chair (2012-present); Student Learning Outcomes Committee Faculty Lead (2008-2012); English Assessment Coordinator (2000-2004). Education: M.A. in English, San Francisco State University; B.A. in English Literature, University of California, Berkeley.</p>
<p>Relationship to Activity Objectives: The Project Director is responsible for the oversight of all activity objectives and supervision of the Title V project staff.</p>
<p>Institutionalization: Position of Title V Project Director will not continue after the grant ends; Ms. Salazar will revert to her previous position--Assistant Dean, Student Success & Retention.</p>

Table 10: Faculty Development Coordinator

Name: Katherine O’Brien	Time Commitment: 50%
Current Title: Professor; EOP&S Counselor	Reports to: Title V Project Director
<p>Duties: Develop, schedule, and coordinate faculty professional learning opportunities and events in accordance with activity objectives. Research emerging trends in faculty professional development. Identify, research, and recruit quality expert consultants to conduct professional learning workshops. Prepare and promote event marketing materials. Assist in identifying and preparing relevant instructional materials for professional learning. Monitor and maintain accurate records of faculty participants and faculty stipend contracts. Develop and conduct post-training faculty evaluation surveys. Compile data and submit reports to Project Director.</p>	
<p>Minimum Qualifications: Master’s Degree. Five years minimum experience in teaching undergraduate courses. Experience coordinating faculty/staff development preferred.</p>	
<p>Qualifications/Experience of Katherine O’Brien: Experience: 27 years of teaching experience at Rio Hondo College as Associate Professor of Counseling. Other experience includes serving as EOP&S and Honor’s Counselor, Staff Development/FLEX Coordinator, and Study Abroad Coordinator. Academic Senate Executive committee, Planning and Fiscal Council, Leadership Academy Steering Committee, Accreditation Response Task Force co-Chair. Developed course curriculum, coordinated an Early Intervention program, and organized/facilitated numerous campus workshops and retreats. Education: M.A. Counseling Psychology, University of California, Santa Barbara; B.A. Sociology, University of California, Santa Barbara.</p>	
<p>Relationship to Activity Objectives: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4, 5.3, 5.4</p>	
<p>Institutionalization: Position of Faculty Development Coordinator institutionalized in Year 6.</p>	

Table 11: First-Year Seminar Coordinator

Name: To Be Determined.	Time Commitment: 15%
Current Title: Instructor	Reports to: Title V Project Director
Duties: Coordinate faculty in the creation of First-Year Seminar courses representing a variety of different disciplines and lead faculty in the development and application of best teaching practices. Research emerging trends in First-Year Seminar courses. Lead the establishment of a core curriculum for all seminar courses and advise on the integration of appropriate discipline-specific content, skills, and activities. Facilitate monthly meetings with First-Year Seminar faculty using an “inquiry” process to identify problem areas, research information, implement a new strategy, and later evaluate its effectiveness in improving the design and delivery of seminar courses.	
Minimum Qualifications: Master’s Degree. Five years minimum experience in teaching undergraduate courses. Program coordination and curriculum development experience preferred.	
Relationship to Activity Objectives: 1, 2,,3, 4	
Institutionalization: Position of First-Year Seminar Coordinator institutionalized in Year 6.	

Table 12: Summer Math Academy Faculty Coordinators (2 positions)

Name: To Be Determined	Time Commitment: Hourly
Current Title: (1) Full-Time Math Instructor and (1) Part-time Math Instructor	Reports to: Title V Project Director
Duties: One Full-time Math Instructor to serve as lead faculty coordinator, and one Part-time Math Instructor to assist in coordination, both hired for three months per year to market, recruit, and receive applications for The “Avance” Project’s entry Summer Math Academy program, prior to the students’ first semester at Rio Hondo College. For each student cohort, organize and contribute to facilitating activities over a two-week program to include both intensive Math sessions and student success workshops. Collaborate with the Counselors, Success Coaches, Instructional Assistant, and Peer Tutors in the “Avance” Center for a smooth integration of ongoing academic support and student service support during the academic year.	
Minimum Qualifications: For Full-time Math Instructor--Master’s Degree in Mathematics or Applied Mathematics. Minimum of five years of experience in undergraduate instruction and additional experience in leading summer camps, student projects, or student groups preferred. For P/T Math Instructor—Master’s Degree in Mathematics or Applied Mathematics. Minimum of three years of experience in undergraduate instruction; additional experience in leading student groups preferred.	
Relationship to Activity Objectives: 1,2, 3	
Institutionalization: 2 Positions of Summer Math Academy Coordinator institutionalized Year 3.	

Table 13: Research Specialist

Name: To Be Filled	Time Commitment: 50%
Current Title: N/A	Reports to: Title V Project Director; Dean of Institutional Research and Planning

<p>Duties: Primarily responsible for conducting all research, analysis, and dissemination of data in support of the Title V grant research activity objectives. Determine, design, and implement scope of relevant research studies and surveys. Operate software programs to obtain, assemble, compile, and maintain selected data from a variety of sources, including mainframe data files; import data from the College mainframe for use with packaged statistical programs. Analyze and interpret data and survey results. Review and verify factors affecting data reliability, procedural integrity, coding accuracy, data security, and related issues. Input data and create spreadsheets to prepare and draft data reports, including statistical tables, graphs, and charts for the presentation of findings. Disseminate and speak cogently about the results of grant progress toward fulfilling the activity objectives.</p>
<p>Minimum Qualifications: Bachelor’s degree in statistics, mathematics, computer science, or social science and two years of related work experience such as research, data processing, and supervision.</p>
<p>Relationship to Activity Objectives: Candidate/hire will be involved in the evaluation of all aspects of grant activity objectives.</p>
<p>Institutionalization: Position of Research Specialist will continue in Year 6.</p>

Table 14: Faculty Development Assistant

<p>Name: Teresa Martinez</p>	<p>Time Commitment: 71.5%</p>
<p>Current Title: Staff Development Clerk</p>	<p>Reports to: Faculty Development Coordinator</p>
<p>Duties: Provide all manner of support for Title V professional learning activities, including coordinating clerical aspects of monthly professional learning events throughout the academic year and summer. These will include professional learning events specifically for First-Year Seminar faculty as well as broader collaborative learning events for all faculty in regards to addressing the California Common Core Standards and educating high-risk student populations. Assists in preparing, processing, and maintaining contracts, time cards for instructional stipends, and other necessary documentation for all faculty participants and outside expert consultants.</p>	
<p>Minimum Qualifications: Experience in professional office procedures at a community college.</p>	
<p>Qualifications of Teresa Martinez: <i>Experience:</i> Nine years of experience as a Staff Development Clerk (2006-present). Staff Development Committee, Leadership Academy Development Committee, and Latina Leadership Network committee. <i>Education:</i> Some college with continuing education goals</p>	
<p>Relationship to Activity Objectives: 3, 4</p>	
<p>Institutionalization: Position of Faculty Development Assistant will continue in Year 6.</p>	

Table 15: Instructional Assistant

<p>Name: Hector Molina</p>	<p>Time Commitment: 100%</p>
<p>Current Title: Senior Instructional Assistant</p>	<p>Reports to: Title V Project Director</p>

<p>Duties: Under the direction of the Title V Project Director and serving as liaison with the “Avance Center” student success staff (Counselors, Success Coaches), will assist in the planning and establishment of the Center. Implement and monitor all learning support services within the Center, including peer tutoring and group study activities. Coordinate with faculty on the planning, recruitment, and training of Peer Tutors in providing customized instructional support. Hire, schedule, train, and supervise the “Avance” Center Peer Tutor staff to be provided by the institution (i.e., scaling up from a minimum of 2,430 tutoring hours in Year One to minimum of 5,400 tutoring hours in Year Five). Provide technical instruction and assistance to students in the operation of computers and software within the Center. Research emerging trends regarding delivery of tutoring services. Compile data and prepare reports related to the operations and activities of the Center. Assist the Title V Project Director with marketing and recruitment efforts for faculty and students, including classroom presentations and web-based/print information about the “Avance” Center facility and services.</p>
<p>Minimum Qualifications: Any combination equivalent to graduation from a two-year college with major course work in data processing, computer information systems, or a related field and two years of experience in a related field involving extensive public contact.</p>
<p>Qualifications of Hector Molina: <i>Experience:</i> Nine years of experience as a Senior Instructional Assistant for the Learning Assistance Center (2006-present); 5 years of experience as a Paraprofessional Tutor for EOP&S Program (2000-2005). <i>Education:</i> A.A. degree in Math, Los Angeles City College; A.A. degree in Computer Science, Los Angeles City College; A.A. degree in Liberal Arts, Los Angeles City College. Completed additional coursework in pursuit of B.A. degree.</p>
<p>Relationship to Activity Objectives: 1, 2, 3</p>
<p>Institutionalization: Position of Instructional Assistant will continue in Year 6.</p>

E. PROJECT MANAGEMENT PLAN

1. Procedures to Ensure Efficient and Effective Implementation

The planned outcomes of project management are to achieve (1) full compliance with institutional, state, and federal requirements; (2) accurate, appropriate use of Title V funds and compliance with EDGAR regulations; (3) timely progress toward objectives and overall project goals; (4) measurable impact in strengthening Rio Hondo College; and (5) dissemination of information regarding Project progress and evaluation to all campus constituents. The policies and procedures for Title V project management and evaluation will comply with federal regulations to ensure efficient, effective project implementation and expenditure of funds in support of Activity goals and objectives.

The Title V Project Director and Advisory Team are responsible for the successful, efficient and effective management of the activities. The Director will develop a comprehensive Title V Annual Plan that parallels the college annual planning process. It will include policies and procedures for implementation of a Federal Title V grant including funding constraints and the need for journaling activities (including meeting minutes). The Annual Plan will include job descriptions and provide examples of required efficiency (time and effort) forms, online reporting procedures and timelines. Every step of implementation of the Grant goals and objectives reflect the ultimate adoption of project activities into the college’s regular institutional operations.

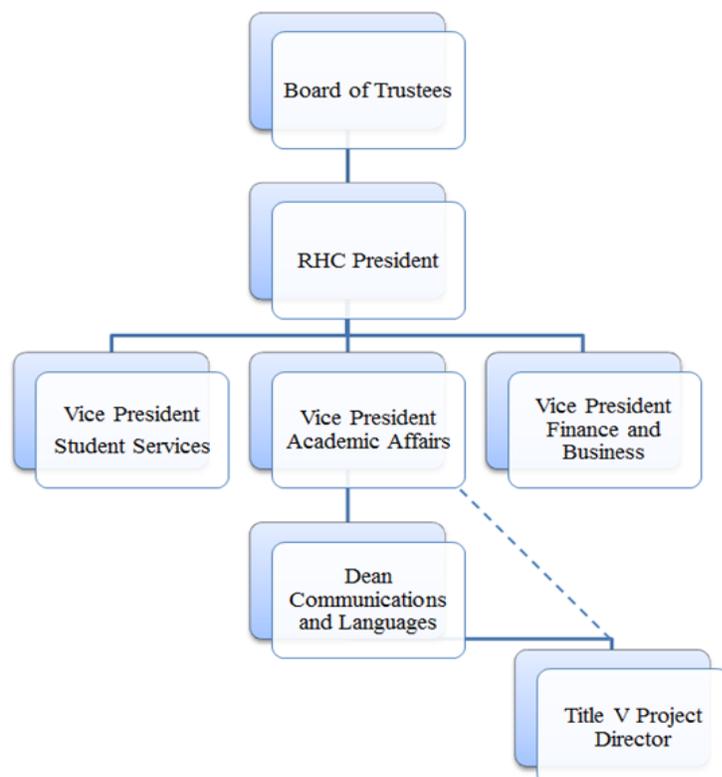
Table 16: Title V Monitoring and Reporting Processes

Method/Process	Description
Staff Meetings	Held monthly with minutes taken by members in a revolving responsibility.
Time and Effort Reports	Completed monthly for Title V personnel and reviewed by the Project Director, which will be filed with the Vice President for Accounting, Finance and Business.
Monthly Progress Reports	Completed by the Project Director from staff task reports including project timelines and accomplishments, expenditures, professional development, summary of project travel, status of purchase requisitions, and updates on project evaluation.
Quarterly Summary	Completed by the Title V Project Director from the monthly progress reports and shared electronically with the President, Title V Advisory Team, and key administrators. The President will update the Board of Trustees on project accomplishments.
Updates to Campus Community	The Title V Project Director will be responsible for making periodic reports to faculty and staff through campus publications and the Title V Hispanic-Serving Institution grants activities pages on the college’s Website. Updates will also be given at committee meetings, and the campus community, as a whole, will have open access to progress and achievements during the term of the grant funding.
Annual Performance and Fiscal Reports	Directed by the Title V Project Director, the performance report will be compiled from the monthly Progress reports and quarterly executive summaries. The accounting office will prepare the annual expenditure report for submission to the U.S. Department of Education.

2. Authority to Effectively Conduct Project

The personal involvement of Rio Hondo's President, Cabinet, and Deans in the development of this proposal ensures that the goals, objectives, and activity implementation plan are top College priorities. The Title V Project Director will report to the VP of Academic Affairs. She has full authority and autonomy to manage staff. **The Rio Hondo Title V Advisory Team** will include the following members: RHC President; Vice-President of Academic Affairs; Instruction; Vice-President Student Services; Title V Project Director; Instructional Assistant;; Articulation/Transfer Officer; Faculty Development Coordinator; Faculty Development Assistant; Research Analyst; Dean, Arts & Cultural Programs; Dean, Communications & Languages; Dean, Counseling & Student Success; Dean, Institutional Research & Planning; Dean, Mathematics & Sciences; Assistant Dean, Student Success and Retention; Coordinator, Learning Assistance Center; Director, Human Resources; Academic Senate President; Information Technology Services Representative; and Student and Faculty Representatives.

The following chart depicts the Rio Hondo College Title V Grant Organizational Structure:



F. EVALUATION PLAN

The project evaluation plan consists of three components (monitoring, internal evaluation, and external evaluations) to produce two types of results (formative and summative). The Project Director will coordinate and oversee all aspects of the evaluation plan. The three components (monitoring, internal evaluation, and external evaluations) will be completed by staff specific to the components. Activity Coordinators will be responsible for monitoring, the College's Office of Institutional Research and Planning (IRP) will be responsible internal evaluation and a contractor will be responsible for external evaluation. The evaluation plan will address two broad questions:

EQ1: How well is the college implementing TAP program activities?

EQ2: What are the outcomes for TAP program participants?

Formative results. The first evaluation question addresses the formative aspect of the evaluation plan. Formative evaluation supports ongoing program improvement through addressing quantity of services, quality of implementation, and participant satisfaction. The college will collect data on an ongoing basis and review the results on a monthly basis at Implementation Team meetings. The Project Director will also review formative results regularly with Activity Coordinators. Discussions of formative data will lead to program adjustments on an ongoing basis as well as in preparation for the new academic year.

Summative results. The second evaluation question addresses the summative aspect of the evaluation plan. Summative evaluation assesses the effectiveness of the program, the extent to which program participants achieve stated outcomes. The student objectives for this project focus on completion and intermediate steps toward completion. The college will use data from its student information system (Banner) to tabulate program participant's rates of achieving

completion and intermediate outcomes, and compare these rates to those for non-participating new students in the college’s general population. The college will report these results each year and at project end, as well as use the results to make decisions about future initiative and grant opportunities.

Monitoring is the foundation to effective internal and external evaluation procedures. Monitoring activities involve tracking the provision of services. Specifically, the college will track such information as numbers of workshops and events offered, purpose and content of workshops and events, numbers of hours of services provided, numbers of students served, etc. The purpose of monitoring is to determine the extent to which the college is implementing the TAP program.

Staffing. The Activity Leaders for each program component (Summer Math Academy, First-Year Seminars, Student Success Center, and Professional Learning) will retain relevant documents and track participation. Documents will include event and workshop flyers, activity curriculum, and hand-outs for participants. These documents will provide evidence that planned services occurred and were delivered in a manner consistent with the Implementation Plan. The Activity Leaders will track participation, as appropriate to the activity, in terms of headcount at individual workshops and events, unduplicated headcount of students served, and hours of specific services received. Activity Leaders will likely designate staff members in their units (e.g., clerks and tutors) to conduct the actual collection of documents and participation data, but will be responsible to the Project Director for fulfilling their responsibilities for program monitoring. The college’s IRP staff will support the Activity Leaders in developing and implementing tools to collect monitoring data.

Formative results. The Project Director, Activity Coordinators, and Implementation Team will review monitoring data on a regular basis. As this complex project rolls out on a dynamic campus, it is likely that some program components will gain more early momentum than others. The monitoring data will identify components in need of additional attention and support. The Project Director and Activity Coordinators will use the monitoring data to ensure that component stay on path toward fulfilling requirements and supporting the achievement of program objectives.

Summative results. Each year, the college will compile data from the monitoring activities and use them in the annual report. Primarily, this reporting will consist of numbers of services offered and students served. The figures will indicate the extent to which the college is fulfilling the specifics of the Implementation Plan. In addition to annual reporting, the college will compile the monitoring data into a final report on the project.

The internal evaluation component will involve collection and analysis of evaluation data by college staff members. The types of data will primarily be self-reports of participant satisfaction, self-reports of participant learning and development, and student achievement as contained in the college’s student information system.

Staffing. The college’s Institutional Research and Planning (IRP) staff will conduct the internal evaluation activities. In addition to the 50%-time Research Specialist funded by this project, IRP’s professional staff includes two Research Analysts and the Dean of Institutional Research and Planning. The Research Specialist will be the key staff member for the internal evaluation, while receiving guidance and support from the Dean and the Research Analysts. The minimum qualifications for the Research Specialist are a relevant bachelor’s degree and two years of research experience; typically, Research Specialists at the college have a relevant

master’s degree and five years of research experience. Historically, Research Analysts have a doctoral degree in a related field and approximately 10-years’ experience in applied educational research and program evaluation.

Formative results. The internal evaluation will address the quality of services provided through the project and provide useful feedback to project leaders. Participants in student events and professional learning activities will respond to questionnaires at the end of these activities. These questionnaires will include items on participant satisfaction and the extent to which the activities meet participants’ expectations. Some services (e.g., First-Year Schedule, tutoring) did not end-point when a questionnaire can be administered. For these services, the college will use representative sampling techniques to identify students to be surveyed. Near the end of each academic year, the college will conduct focus groups of participating students. The purpose will be to gain information on the students’ experiences and perspectives in a context that allows for a moderator to ask follow-up questions and students to build on each other’s responses.

Summative results. The data for summative results in the internal evaluation will come from participant self-reports and student-record data. Data from these two sources will address two different types of outcomes. The participants’ self-reports will focus on personal learning and gains from program participation. For students, these outcomes will be skills and conditions supporting student success (e.g., study skills, motivation, peer academic support, sense of belonging on campus). These outcomes will be assessed through a questionnaire administered to a representative sample of program participants. The college’s MESA program has successful experience using a similar questionnaire as part of its current NSF grant. For faculty members, the post-session questionnaires will include questions on learning and intentions to use the newly gained knowledge and skills. The college will also conduct follow-up data collection after the

participating faculty members have had the opportunity to apply what they have learned.

Questions will address implementation what they learned, success in implementation, barriers to implementation, and ratings of their value of their professional learning experience.

External Evaluation

Due to the scope and complexity of the project, the college has decided to contract with an external evaluation consultant. Although, the majority of evaluation activities will be completed by IRP staff, the external evaluator will collect selective data and provide specific feedback to the Project Director. The external evaluator’s expertise in Title V projects and HSI student success programs will complement IRP staff’s knowledge of program evaluation and this college. The external evaluator will support the project’s quality control and provide insightful information for the project’s annual reports.

Staffing. The external evaluator will make semi-annual visits to the college, collect and analyze qualitative and quantitative data, and provide written reports to the Project Director. The college will select the external evaluator via competitive bid, using a rubric that identifies what the evaluator demonstrates in terms of experience, demonstrated ability, and qualifications in (a) external evaluation, statistical analysis, and research design; (b) Title III/Title V or other institutional development projects; (c) HSIs and their unique circumstances; and (d) student success/persistence initiatives.

Formative results. The external evaluator will make annual reports to the Project Director on (a) the progress of the project toward meeting its objectives, (b) significant barriers to achievement of objectives, (c) recommendations for overcoming those barriers, and (d) any unanticipated benefits/problems engendered by the project. Also, the external evaluator will

provide a report after each semi-annual site visit. These reports, and related consultation, will be crucial to the project’s ongoing development and maintenance of quality standards.

Summative results. The external evaluator will provide a summative evaluation report at the end of each project year. The areas of focus for these reports will be the extent to which the project has achieved its specific objectives in a timely and effective manner, and the contribution of the Activity as a whole toward achieving institutional goals.

G. BUDGET

Rio Hondo College is requesting a total of \$2,624,980 in Title V funding for The “Avance” Project (TAP). Indeed, a substantial portion of this funding is being requested for salaries and fringe benefits, which is consistent with the project’s scope of developing new programs and services to assist students in developing college success skills and behaviors (\$2,416,010). Much of this funding is for the project’s program management positions in addition to stipend incentives for faculty participants, both of which in tandem will lead to the creative development and effective execution of the project’s activity components. As a result, the future gains in student enrollment, retention, success, and persistence to degree completion, graduation, or transfer will enable the institution to sustain most of these positions by 2020-2021. As we know that many of our students are the first in their families to attend college—and often do so without any family support—their compelling struggles to maintain the fortitude to complete their college education is justification, we believe, for dedicating this many personnel to ensure that their pathway to success is attainable and realistic.

The “Avance” Project initiative is ambitious in its comprehensive design, yet leveraging the institution’s funding resources alongside the proposed Title V funding would allow the institution to achieve the project’s targeted objectives. The timing is very ripe for the proposed

Title V investment to dramatically increase Rio Hondo College’s ability to address the holistic needs of our underprepared students. The costs detailed in the Budget Narrative are necessary to achieve our intended outcomes and reasonable in relation to the project’s objectives and scope.

In particular, we have asked for a Title V Project Director funded at 100% to consistently and efficiently provide the overall hands-on management and direction necessary for accomplishing The “Avance” Project’s activity objectives. Equally importantly, a full-time Project Director is vital in coordinating and proactively strengthening positive inter-departmental/office collaborations that will be central to the successful integration of academic programs and student services in supporting the project’s activity components.

A 50%-time Research Specialist to be funded by this project has also been requested to conduct the internal evaluation, under the guidance and support from the Dean of Institutional Research and Planning. At present, the IR&P Office for our district does not have enough staffing to accommodate the project’s evaluation activities that are essential for systematic progress to be achieved.

The Supplies request (\$62,695) is conservative considering the impact these resources will have on our institution’s capacity to improve opportunities for more than 2,000 during the next five years and beyond. Most of the supply budget will allow us to equip the to-be established “Avance” Center for Student Success with workstations and both desktop and laptop computers that can be utilized in the tutoring and counseling/coaching areas. As the program capacity grows, the institution has made a commitment to provide needed additional resources.

The Travel line in the budget (\$55,425) includes funds for select professional conferences that directly support the project’s theme of integrating academic programs with student services to successfully address the varied needs of our high-risk students. The amount requested for

Contractual includes both professional speakers to support the development of faculty and staff involved in the project as well as the cost of external evaluation, which will provide support for the project’s quality control and insightful information for the project’s annual reports.

H. QUALITY OF PROJECT DESIGN

The “Avance” Project is central to the mission of Rio Hondo College and its goals and objectives flow from the comprehensive development plan. A holistic approach to planning resulted in the adoption of an integrated approach that stitches together several high impact practices. This approach to project design is based on the research conducted by the Association of American Colleges and Universities (AAC&U) monograph, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (2008)* and its 2009 follow up report *Five High-Impact Practices, Research on Learning Outcomes, Completion, and Quality*. This framework has been popular among California Community Colleges because it deliberately focuses on outcomes for specific populations that include low-income, first generation, and minority, and other high-need students in order to prepare students for twenty-first-century challenges. This report not only presents *Five High-Impact Practices* it also recommends mixing and matching the right combination of practices through an integrated approach to tailor program to specific campus communities.

To that end the Avance Project’s Summer Math Academy, Student Success Team and Center, and the first-year seminar are developmentally powerful because they combine and concentrate other empirically validated pedagogical approaches into a single multidimensional activity that unfolds over an extended period of time. The attempt to integrate student services and innovative and customized instructional design is supported by a study by The RP Group, *Student Support*

(Re)defined, with support from The Kresge Foundation (2011 -2014) and **Completion by Design** (2011 -2013), an ongoing initiative of the Bill and Melinda Gates Foundation.

Logic model below identifies key components of the proposed strategy and describes the relationships among the key components and outcomes, theoretically and operationally.

Inputs	Activities	Outputs	Outcomes
Math Faculty Software Student Success Team Avance Center	Summer Math Academies	3,000 students attend Summer Math Academies	Students placing into higher Math courses
Priority Registration for participants Student Success Team Avance Center	Prescribed First- Year Schedule	2,700 enroll in Math during first Fall 2,700 students have Prescribed First-Year Schedule for first Fall	Students successfully completing at least 1 Math course Students earning at least 9 units of transferable general education
Student Success Team Avance Center	Counseling	2,250 students have Prescribed First-Year Schedule for first Spring 3,000 students complete Abbreviated Education Plan 2,700 complete Comprehensive Education Plan 2,250 students have at least 3 appointments with counselor during first academic year 2,250 students attend at least 8 program workshops during first academic year 1,200 students have family members attend at least 1 parent/family workshop during first academic year.	Students earning at least 21 units Students gaining knowledge and skills for success Students persisting through their first three semesters Students completing Basic Skills Math Students earning at least 36 units Students completing Certificate of Achievement, Associate Degree, and/or transfer- related outcomes

Grad Students	Success Coaching	2,250 students have at least 8 contacts with coach in first academic year	
Staffing/students	Tutoring	2,100 students receive peer tutoring	
Faculty	First-Year Seminar Course	2,700 students take First-year Seminar	
Materials and campus facilities			
Faculty Stipends	Professional Learning Institute	150 faculty members receive professional development on educating high-risk students	Faculty members gain and apply knowledge for educating high-risk populations
Collaboration with area High School Teachers and Counselors	Common Core Collaboration	150 faculty members meet with high schools colleagues	

Evidence showing that advising, summer bridge, tutoring, supplemental instruction, peer-led team learning all contribute to student success includes: The University of Wisconsin-Milwaukee: *Analysis of the Impact of Participation in a Summer Bridge Program on Mathematics Course Performance by First-Semester*, part of an NSF-supported project , concludes that, “the bridge program is clearly beneficial to many students, it is likely that additional interventions are needed to further help students who do not place into Calculus I even with a bridge program”. Local colleges such as Santa Ana College, Pasadena City College, and Canada College, have implemented a summer “Math Jam” that are demonstrating success. First-year seminar: Over the last three decades in U.S. institutions of higher education, the First-Year Seminar has emerged as a component of student support program and services available to undergraduate students (Gardner,1986; Gordon, 1989) and has been identified as one of the high-impact educational practices that has been widely tested and has been shown to benefit college students from many backgrounds (Kuh, 2008) particularly in regards to student achievement and persistence (Gardner, 1987; Gordon, 1989). Student Success Team: There is strong evidence to

support the student success coaching strategy. In a recent randomized experiment of mostly non-traditional students that took place over two years, researchers found that the students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the university one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid (Bettinger, E. & Baker, R. (2011).

I. COMPETITIVE PREFERENCE PRIORITY 1

J. Over the next five years, The “*Avance*” Project will address all relevant aspects of education and services at our campus, including matriculation (assessment placement, advising, counseling); instructional design; learning resources; curriculum design and sequencing; and supplemental learning activities (e.g., tutoring, group learning, supplemental instruction, etc.); as well as other student support services (counseling, success coaches, peer mentors). One component of the project is to identify effective practices in professional development and training, and organizational processes and structures. A key organizational topic is the relationship between instruction and student services in order to increase student success, completion, and persistence.

K. Our first-year students often enter the college with basic skill gaps that may keep them in basic skills classes for several years. Those with these skill gaps often persist from one semester to the next in basic skills, but then drop before entering or completing college-level courses. In addition, they may not be aware of programs and services available to help them at points in which they may stumble. Once enrolled their lack of career assessment, educational planning, and mentoring and/or counseling may cause many students to falter, even those who successfully

complete or assess beyond basic skills classes. Due to the lack of defined educational pathways and career goals, they often attempt gateway classes without understanding what is required of them. To worsen matters, they often struggle alone without seeking or receiving the additional help that is available to them.

L. To address these issues The “*Avance*” Project will focus on increasing the college’s success, persistence, and completion rates through three activity components based on high-impact practices:

M. Summer Math Academies

N. The two-week Summer Math Academies (including 16 hours of Math per week with no-cost and no-credit) at Rio Hondo College will accelerate the progression of Basic Skills sequence completion in four fundamental ways: 1) improving algebraic math skills and math self-efficacy for successful completion of the standard basic math sequence for STEM majors, 2) providing curricular redesign that will focus on more appropriate mastery of Statistics for non-STEM majors, 3) facilitating a smooth transition from high school to college with the guidance of the Counselors, Success Coaches, and Peer Tutor/Mentors in the “*Avance*” Center, and 4) re-assessing students in Math based on multiple measures, including the evaluation of high school transcripts and non-cognitive assessments.

O. The “*Avance*” Project includes an innovative alternative accelerated “Math Re-design” involving the development of an intensive, one-semester, developmental math Pre-Statistics course that will focus not on a review of algebraic skills that is more pertinent to the study of Calculus, but instead on accelerating students’ preparation for college-level Statistics. Faculty

from the Department of Mathematics will develop a new Pre-Statistics course with no prerequisite, which will allow completion of transfer math requirements in two semesters. By removing the structural barrier typical of the traditionally extended algebra math sequence—as with the case for students assessing two to four levels below college math—the pathway to and through college math is one to three semesters shorter.

P. Student Success Team and Center

Q. During the Summer Math Academies—both the “STEM Summer Math Academy” and “Non-STEM Summer Math Academy”—students will be introduced to The “*Avance*” Student Success Team that will continue to guide and support them throughout participation in The “*Avance*” Project. Student support services—such as academic and personal advising, counseling, tutoring, and financial aid literacy—are also critically important for promoting better outcomes for students. The “*Avance*” Success Team, operating within a campus space to be identified as The “*Avance*” Center for Student Success, is comprised of an integrated staff of Counselors, Success Coaches, Instructional Assistant, and Peer Tutors working in tandem with Summer Math Academy faculty. This innovative resource of blending counseling and tutoring support in one center is aimed at addressing the “*Avance*” students’ cognitive as well as non-cognitive needs throughout their critical first year and into their second year.

R. First-Year Seminar

S. Rio Hondo College will institutionalize a process to develop innovative First-Year Seminar courses that will increase “persistence” of student participants through the Fall of their second year of college, a notable milestone for first-year students. Rio Hondo’s First-Year Seminar courses will be modeled after “discipline-based” seminars at four-year institutions with

a broad range of disciplines represented: Humanities, STEAM (Science, Technology, Engineering, Art, and Math), Bio-Sciences, Behavioral and Social Sciences, Fine Arts, Kinesiology, and Public Safety. The First-Year Seminars will be offered as 1.5-unit credit courses of reasonably intimate size (approximately 25 students in each). Courses will highlight innovative pedagogies and techniques proven to increase student success. These strategies will be complemented by “high-touch, wrap-around” services provided by The “Avance” Student Success Team and Center as Success Coaches will be assigned to specific sections of First-Year Seminar courses and thereby responsible for providing immediate and personalized follow-up guidance to a particular caseload of students each semester. This integration of academic and student support services will ensure that students continue to progress on a path toward degree, certificate, or transfer completion.