

**“INSTRUCTIONAL DEVELOPMENT AND EDUCATIONAL
ASSESSMENT FOR STUDENT SUCCESS (IDEAS)”**

TABLE OF CONTENTS

A. COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE (CDP)	2
1. Analysis of Strengths, Weaknesses and Significant Problems of the Institution	3
2. Overall Goals for the Institution	14
3. Measurable Objectives of the Institution	15
4. Institutionalizing Practices and Improvements	16
5. Five-yr. Plan for Improvement of Services to Hispanic and Other Low-income Students	16
B. ACTIVITY OBJECTIVES	17
1. Activity Objectives in Measurable and Realistic Terms	17
2. Relationship of Activity Objectives to Goals and Problems to be solved in CDP	21
C. IMPLEMENTATION STRATEGY	23
1. Comprehensive Implementation Strategy	23
2. Implementation Strategy Rationale	25
3. Implementation Timetable	34
D. KEY PERSONNEL	36
1. Experience, Training and Time Commitment of Key Personnel	36
E. PROJECT MANAGEMENT PLAN	40
1. Procedures to Ensure Efficient and Effective Implementation	40
2. Authority to Effectively Conduct Project	41
F. EVALUATION PLAN	43
G. BUDGET NARRATIVE	47

A. COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE (CDP)

INSTITUTIONAL OVERVIEW

Rio Hondo College (RHC), located in Whittier, California, is a Hispanic Serving Institution. 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. 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. Rio Hondo primarily serves the communities of Whittier, El Monte, South El Monte, Santa Fe Springs, Pico Rivera, Norwalk, La Mirada, Downey, La Puente and Industry. According to the 2000 U.S. Census, the population of RHCCD was 381,977, with a 2010 estimate at 423,452.

Between the 1990 and 2000 census, there was a dramatic increase in the number and percentage of Hispanics living within the District boundaries (average increase of over 9%) with one community (Downey) seeing an increase of over 25% (*U.S. Census, Factfinder*). According to the 2000 Census, more than 72% of the District population was Hispanic, and the trend to see an increase in this percentage is expected when the 2010 Census data are complete.

Student Body. Total enrollment for fall 2009 was 21,109 (IPEDS). Fifty-six percent (56%) of students are male; 44% are female. Seventy-six (76%) of students attend part-time, with only 24% attending full-time. With respect to student race/ethnicity, 72.1% are Hispanic/Latino (FTE, fall, 2009), 14% are White/Non-Hispanic, 10% are Asian/Native Hawaiian/Pacific Islander, 3% are Black and 1% is American Indian or Alaska Native. The average age of the Rio Hondo student is 24.

Academic Preparation. Sixty percent (60%) of entering students are 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, other competing priorities (e.g. family duties) and gender biases toward attainment of degrees, credentials or training at the college level.

Rio Hondo's feeder high schools are typical of the Los Angeles region. There is a staggering influx of students with limited English language skills – almost 60%. Given that more than 70% of area residents are Hispanic, it is hardly surprising that 37% of adult residents speak Spanish at home and only 21% of RHCCD adult residents speak only English. (*2000 Census, Rio Hondo Fact Book, 2009*).

Faculty Demographics. There are 200 full-time faculty at Rio Hondo College, and 50% of them are tenured. With respect to ethnicity, full-time faculty 38% are White; 33% Hispanic; 13% Asian; 8% Black; 4% Native American; and, 4% are Filipino. A total of 62% minority faculty serves the college.

Mission. Rio Hondo's Mission Statement is: Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging and quality educational offerings for its diverse students and community.

Programs. RHC offers 38 associate degree programs (Associate of Arts and Associate of Science) and 33 certificate programs. As of June 2009, RHC awarded 807 degrees and 300 certificates.

Accreditation. Rio Hondo is accredited by the Accrediting Commission for Community and Junior Colleges (AACJC) of the Western Association of Schools and Colleges (WASC).

1. Analysis of Strengths, Weaknesses and Significant Problems of the Institution's Academic Programs, Institutional Management and Fiscal Stability

ACADEMIC PROGRAMS: STRENGTHS

a. Faculty and staff have created innovative programs, courses and projects in all Divisions to enhance student learning opportunities. The Art Division expanded its digital animation and digital photography and hosts numerous community wide, student centered cultural and performance events. The Career and Technical Education Division continues its facility renovation and building new programs in heavy equipment and in cooperation with local businesses, provides certification through and National Auto Technicians Education Foundation (NATEF). The Business Division took on Logistics and wind solar courses, and the Communications and Languages Division continues to take the lead in the Basic Skills Initiative and foundation courses. The new Library Learning Resources continues quality services to more students than ever and recently moved into a new multi-million dollar facility.

The Math and Sciences Division 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, Basic Skills, and Environmental Science. Even with State funding proposed for reduction in these programs, Physical Education and Athletics continue excellence in division endeavors as they prepare for a new building. Public Safety continues its broad reach into the community with Police and Fire Academies that are the second largest in the State. Administration of Justice and Advanced Training opportunities, and an expanding Wildland Fire Program with several programs rated as the best. The continued growth of the Social Sciences Division and its course and program offerings are unparalleled in the

State. The Children's Center and Foster Kinship programs provide unique services to students and the community.

The Honors Program is growing, and those students transfer at a 92% acceptance rate to UCLA for example. Study Abroad opportunities took students and faculty around the globe to give them a world view in education. The Virtual College adopted new software and provided thousands of students' options for distance education at the highest academic levels. These examples are demonstrative of the commitment of RHC to improve the learning opportunities for our students.

ACADEMIC PROGRAMS: WEAKNESSES/SIGNIFICANT PROBLEMS

a. Rio Hondo is struggling to implement authentic processes for assessing Student Learning Outcomes (SLOs). In 2009, as a result of its five-year comprehensive evaluation visit, the Accrediting Commission for Community and Junior Colleges (AACJC) of the Western Association of Schools and Colleges issued a warning to Rio Hondo. AACJC's primary concerns were summarized in the following paragraph:

Recommendation on Student Learning Outcomes: ...the college needs to create an implementation timeline; regularly evaluate the effectiveness of the SLO assessment process; facilitate college wide discussions; develop and implement training for all constituencies integrating college wide efforts between Instruction and Student Services; create a special emphasis on identifying valid and reliable data and use of authentic assessment; and implement a system of quality control to ensure meaningful and accurate assessment of student learning throughout the college.

When a college is issued a warning, the accreditation status of the college continues, but to its accreditation is not reaffirmed until the conditions warranting the warning are remedied. To its credit (and with commendation), Rio Hondo substantially remedied its areas of deficiency and accreditation was reaffirmed in January 2010. However, the College continues to address this issue. A follow-up is due to ACCJC on October 15, 2010.

b. Basic skills support is not meeting student needs. According to 2009-10 data, at least 60% of students entering Rio Hondo College tested into remedial writing courses. A full 97% are not prepared for college level mathematics (*Rio Hondo Fact Book 2009, math, reading, and English charts from 2007, p. 37*). When a student spends to four semesters repairing their educational standard, the process of achieving student goals and credentials becomes stunted. Latino and low-income students at Rio Hondo College are often faced with college demands that seem insurmountable. On top of low family expectations because of student remedial needs, they have jobs to help support their families, and often have children themselves. Current efforts to remedy those shortcomings include programs on campus such as GEAR UP, MESA, the Transfer Academy and the new Institute for English Language Association (IELA).

c. Inadequate tutoring support. Due to staff resources stretched thin by the State of California budget crisis, students in the tutoring centers have no guarantee of finding an available tutor. They line up in front of the Learning Assistance Center or the Math Science Center before the college opens each morning and ‘hope’ that whatever tutor they get is skilled in the coursework for which they need help. There is no 24/7 hotline students can call or email to ask questions, and the majority of the Rio Hondo Hispanic student population have jobs or assist with family care and financial support. (Doty, A. (2006) *Latino Education in California Community Colleges: The Best Gateway and Value in Higher Education*. Faculty Association of CA Community Colleges).

d. Low student transfer rates. The transfer rate of Rio Hondo students is in a faltering state in large part because of California’s declining economy (from 609 students in 2004/2005 to 564 in 2008/2009 (California Postsecondary Education Commission (CPEC) Student Profiles). Budget-related enrollment restrictions, increasing transfer admissions criteria, decreasing college

affordability, and crowding out of traditional community college students by other students has led to minimal opportunities for California Community College students to transfer to State universities and colleges. This further pushes the need for community colleges to improve lower division preparation, to work out solutions – academic department by academic department – to motivate transfer students.

e. Low student persistence rates. Student persistence rates from fall to fall semester have fallen also from 65.3% in 2004/2005 to 56.3% in 2007/2008. (*CPEC student profiles*). Additionally, State ARCC Statewide Indicators for 2009 show that Rio Hondo College persistence rate amongst its peer colleges in California is 21 points below the norm of 77.3%, a significant difference. A recent RHC Student Climate survey (May, 2010) reports that student do not know where to get help, and falter most severely in their first semester of enrollment.

f. Low student completion/graduation rates. A typical first semester for many students might have 52 percent of new students succeeding in/receiving only one unit. Most new students take daytime rather than evening classes, and complete less than seven units by the end of their first semester. Student completion rates have changed from 736 Associates of Arts or Associates of Science degrees and 873 certificates, a total of 1609, in 2004/2005 to 807 AA or AS degrees and 300 Certificates or 1107 total (much due to State reduction in allowed certificate awards) in 2008/2009. Only 443 or 40% of those total degrees and certifications were awarded to Hispanic students, which is of tremendous concern since 72% of the RHC student population is Hispanic. This is a strong demonstration of the need to increase degree and certificates of the achievement gap at Rio Hondo College.

INSTITUTIONAL MANAGEMENT: STRENGTHS

a. RHC is implementing a new Management Information System (MIS). The new management information system makes administrative and student services processes more effective and efficient. However, MIS implementation is a demanding college-wide initiative that takes its toll on everyone to train and prepare for a new system and needs more staff support. Though challenging in terms of funding and staffing resources, this new technology tool will allow Rio Hondo to increase data driven decisions about student and academic support programs.

b. Institutional planning processes have been implemented across all constituent levels. The Office of Institution Research and Planning has developed several web-based tools to assist in a more efficient and effective way of managing the planning and institutional effectiveness data required by accreditation standards. Part of this new process (begun in 2007) is the requirement for staff to integrate unit plans, program review and the resource allocation process. A deadline calendar is readily-accessible. Annual training on the process, content, outcome, and technology that facilitates the planning process is provided to all constituencies of the College.

c. RHC has strong partnerships with local high schools, baccalaureate-level institutions, and other community colleges. All staff and faculty are involved with the community regardless of title or role at College. In addition, communication and outreach with community constituencies are facilitated through group and individual meetings with other local educational entities such as LEARN, and many staff participate in Rotary activities. In May of 2010 more than 16 local Superintendents came to Rio Hondo College for their annual breakfast, discussing the economy, new programs available at the college, and where new efforts – including partnering in grant projects – could be developed. Six new grant proposals have been submitted in 2010 alone with the collaboration of local high school districts. The GEAR UP for College

program is designed to introduce the college environment to students as young as 6th grade including visits to the campus and family nights.

Another grant program and agreements between RHC and The University of California (UCI) permits immediate access to UCI each year for 20 Rio Hondo students to participate in a summer transfer institute.

d. RHC's new leadership has 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. The new President, Dr. Ted Martinez, transferred to Rio Hondo College three years ago from Grossmont College near San Diego. He has instituted benchmark programs in technology, student data collection and assessment through the well known CalPASS program. Significant improvements to the campus are in process thanks to a \$245 million community-approved bond measure in 2008. Campus planning has improved significantly with all staff participating in and having their voices heard about what is required for smooth and effective operations for the students, and the budget has been geared to results of all meetings.

e. RHC has established strong relationships and collaboration with the surrounding community. Rio Hondo continues to work with local high school districts to improve teacher and faculty alliances to improve knowledge of data, and redesign of critical math courses at both the community college and high school levels.

INSTITUTIONAL MANAGEMENT: WEAKNESSES/SIGNIFICANT PROBLEMS

a. Faculty at Rio Hondo have not had adequate or timely access and training to new information in learning outcomes and assessments, nor have they had training in infusing technology into the classroom. All Rio Hondo classrooms have computer projection

capabilities and access to the Internet. However, the level of faculty use of technology to support student learning is low in many cases, due to limited opportunities for instructional development in the infusion of technology into the classroom, and a lack of resources for upgrading faculty skills in technology.

b. Faculty diversity has not paralleled the high level of student diversity: only 33.3 percent of faculty is Hispanic compared to 72 percent of students. Among AACJC's recommendations during the 2008 accreditation visit, the agency asked that the college review the hiring process and align employment practices to ensure objectivity and consistency with Program Review results. The new Institutional Goal #8 academic year 2010-2011 reads, "Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff" (*Evaluation Report, December, 2009*, p. 9) thereby endorsing the college's Affirmative Action, Equal Opportunity and Diversity programs.

FISCAL STABILITY: STRENGTHS

a. The district is in the middle of an aggressive construction campaign funded by a local \$245 million bond. Part of the bond is supporting the installation of a new MIS system, as well as major construction programs. The buildings include the Library Resource Center, which opened in August of 2009; the Applied Technology Building, as well as the Central Plant are being completed, the Administration of Justice building remodel will open in January of 2011, and the College has recently broken ground (June, 2010) for the Student Services complex. These are a few examples of how RHC is preparing to provide adequate facilities to meet community demands to educate and train students for the careers of the present and the future.

b. Area growth in terms of numbers of students and numbers of units taken by student remains at an all-time high even with a drop in the numbers of sections offered. All-time

records set last year for enrollment are greater this year along with higher per student units taken.

Despite a budget-related, State-ordered 15% reduction in course offerings, during the spring 2010 term, campus enrollment grew 2.5%.

c. The Finance and Business Office ensures that the general accounting transactions of the college are properly authorized and free of material misstatements. External audits are performed annually. Well-established procedures are in place for the collection, recording and safekeeping of funds in the cashier's office. Accountability and reconciliation procedures have been thoroughly tested. The accounts payable has three experienced staff members providing quality service to ensure proper approval of all expenditures, prompt and accurate processing of invoices and check requests, and professional interactions with the college personnel and vendors on all accounts payable matters.

d. 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 two federally funded TRIO Programs, two Title V grants (2000/2008), Upward Bound (1996) and Student Support Services (2001). These programs provide services 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 were submitted in a timely fashion. Accounting staff regularly engage in continuing development activities to maintain currency with regulatory guidelines covering Federal grants and contracts.

FISCAL STABILITY: WEAKNESSES/SIGNIFICANT PROBLEMS

a. Budget shortfalls due to State of California funding constraints. Late budgets and poor state credit threaten general funds that support staff and faculty that deliver instruction. The College has been asked to reduce its course offerings by 15%, and has lost funding for its critical

programs such as Equal Opportunity Programs and Services (EOPS), Matriculation and CalWorks program.

b. Decreased State funding for Basic Skills programs. The State of California formed a Basic Skills initiative in 2006; however, with California's economic turmoil, funding in the past two years to all California community colleges has been cut in half, from \$31 to \$16 million dollars. 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 delivers \$252,000 a year – a funding decrease of 50%.

c. Staffing stretched to the limit. Rio Hondo has experienced increases in enrollments in spite of State-mandated cuts to academic programs. The College fills classrooms and facilities to capacity, which decreases available faculty and staff time for each student.

DESCRIPTION OF THE ANALYSIS PROCESS

The Title V proposal planning process is grounded in the outcomes of the College's most recent reaffirmation of accreditation activities. The Administrative Council and the leadership of the Academic Senate collaborated to develop a leadership structure for the institutional reaffirmation process. Management and faculty volunteers served as members and feedback and input from all constituencies was sought and incorporated into the institutional planning process.

The Evaluation Team Report was received in December 2008, and posted on the RHC website for all campus constituencies to review. In a web video RHC President Dr. Ted Martinez addressed the Accreditation Team's recommendations, including written information about the Accreditation team's report and all-campus forums held throughout 2009.

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

These 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 March, 2010. The information derived from these forums forms the basis for our Title V project. Those who provided direct input into the Title V development process during numerous group and individual meetings include:

RHC President	Dean Counseling & Student Development
Vice President Academic Affairs	Dean Institutional Research & Planning
Vice President Student Services	Dean Mathematics and Sciences
Vice President of Finance and Business	Dean of Library and Institutional Support
Faculty Development Coordinator	Asst. Dean Student Success & Retention
Faculty Development Assistant	Coordinator Learning Assistance Center
Faculty in Math, English, Humanities	Director Human Resources
Research Assistant	Academic Senate President
Dean Art and Cultural Programs	Information Technology Services
Dean Communications & Languages	Director of Transfer Center
Director of Educational Partnerships	Articulation Officer

A Title V Advisory Team was established to distill the ideas presented from the earlier forums into a Title V proposal. The Title V Planning Team included: Dr. Ted Martinez, President of Rio Hondo College; Dr. Paul Parnell, Vice President of Academic Affairs; Henry Gee, Vice President of Student Services; Teresa Dreyfuss, Vice President of Finance and Business; Rebecca Green, Academic Senate President; Karen Koos, Dean of Mathematics and Sciences; Dr. Kenn Pierson, Dean of Communication and Languages; Joanna Downey, Dean of Arts and Cultural Programs; Dr. Kats Gustafson, Dean of Library and Institutional Support; Dr. Robert Holcomb, future Title V Project Director and Assistant Dean of Student Success; Diane Martinez, Transfer Center Director; Dr. Mike Munoz, Educational Partnerships; Howard

Kummerman, Dean of Institutional Research and Planning; Dr. Ann Doty and Melissa Alvarez, Grants Management and Development Office; and Josh Rosales and Tim Nguyen, Research Assistants. From the faculty - Marie Eckstrom, English; Martha Carreon, Humanities; Dave Dawson, Art; Fran Cummings; Dr. Gisela Spieler-Persad, Math and MESA Program.

2. Overall Goals for the Institution

Rio Hondo has identified the following goals in response to the findings described in the Comprehensive Development Plan. The goals below are addressed in RHC’s Title V activity, *Instructional Development and Educational Assessment for Student Success (IDEAS)*.

Table 2. Overall Goals for Rio Hondo College

<p>Academic Program Goals</p> <p>Goal 1. Improve instruction in general education and major requirement courses leading to increased student AA/AS degree completion and university transfer.</p> <p>Goal 2. Provide excellent instruction in career technical education leading to increased awarding of certificates and degrees.</p> <p>Goal 3. Improve and provide innovative instruction and other learning opportunities in basic skills</p> <p>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.</p> <p>Institutional Management Goals</p> <p>Goal 5. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.</p> <p>Goal 6. Meet the ever-changing technological needs required to support the educational process and enhance student access and success.</p> <p>Fiscal Stability Goal</p> <p>Goal 7. Increase fiscal stability by increasing Rio Hondo College’s retention and completion rates.</p>

3. Measurable Objectives of the Institution

Achieving the objectives outlined below will contribute to the growth and self-sufficiency of Rio Hondo College. All objectives are measurable and relate to Rio Hondo College’s institutional goals. Timeframes for achieving each objective are described below.

Table 3. Measurable Objectives and Relationship to College Goals.

<p>Goal 1. Provide excellent instruction in general education and major requirement courses</p>
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*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

leading to increased student AA/AS degree completion and university transfer.
Objective 1.a By September 30, 2015, increases the number of degrees awarded by 5% over the previous five-year average of 770 to 809.
Objective 1.b By September 30, 2012, develop program specific Student Learning Outcomes and Administrative Outcomes with appropriate regular assessments (required by WASC and AACJC).
Goal 2. Provide excellent instruction in career technical education leading to increased awarding of certificates and degrees.
Objective 2.a By September 30, 2015, increase the number of certificates awarded by 5% over the previous five-years.
Objective 2.b By September 30, 2015, develop 10 additional certificate and degree programs.
Goal 3. Provide excellent and innovative instruction and other learning opportunities in basic skills.
Objective 3.a By September 30, 2011, implement 24/7 tutoring availability using computer-based or web-based tutoring software tool.
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, 2015, 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, 2015, implement a plan to increase student participation in Student Support Services by 20% over a baseline taken at the beginning of the grant period.
Objective 4.c By September 30, 2011, establish a First Year Experience program.
Goal 5. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.
Objective 5.a By September 30, 2012, increase Staff and Instructional Development across all campus entities by incorporating a professional development section in the institutional planning process.
Objective 5.b By September 30, 2015 increase staff and instructional development from four times a year to 12 times a year.
Objective 5.b By September 30, 2011, increase funding for professional development to train and support administrators, faculty and classified staff from _____ to _____
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, 2015, increase the number of opportunities from XX# to XX# 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, 2015, increase the retention rate of degree seeking students from 56% to 70%.
Objective 7.b By September 30, 2015, increase the number of degrees awarded from 807 to 1,000.

4. Institutionalizing Practices and Improvements

The initiative in this proposal, *Instructional Development and Educational Assessment for Student Success (IDEAS)*, focus on increasing and expanding the faculty expertise and student learning opportunities are founded in best practices. The timeline allows a powerful build up of these new services, reforms and skills within Rio Hondo's administrative structure.

Personnel costs, faculty training, equipment purchases and facility upgrades are structured so that their incorporation into the structure of the college will be smooth transition by year six of the project. Some personnel positions promoting the focused activities of this grant are slowly phased out throughout the five-year cycle as the college assumes responsibility over time, thereby making the increased capacity of the college to assist Hispanic students an everyday set of excellent strategies for student success. The College will fund institutionalization of Title V activities through increases in enrollment and retention, resulting in increased revenue.

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

One of the challenges for local residents in the Rio Hondo College District area is that many adults in the RHCCD are bilingual. There are also entire households in the area that are linguistically isolated (i.e. all household members over the age of 14 have at least some difficulty with English). More than 13,200 Spanish-speaking households are linguistically isolated. The highest level of education attained by adults 25 years and older is higher in Los Angeles County and the state than throughout the district. More than 41% of area residents have not completed high school, compared to 23% statewide. For over 23% of area residents, a high school diploma or GED is the highest level of education completed. The proportion of district residents who have completed a Bachelor's degree is half that of residents in LA County and across the state.

The 2000 census revealed that within the RHCCD service area, households had a median income of \$42,229, on par with that of Los Angeles County but almost \$5,000 lower than that statewide.

Among district cities, median household income ranged from \$32,439 in El Monte to \$49,256 in Whittier. (Source: U.S. Census Bureau, Census 2000 Summary File 3).

B. ACTIVITY OBJECTIVES

Table 4. Activity Objectives in Measurable and Realistic Terms

Major Objectives in Measurable Terms		Performance Indicators
YEAR ONE: 2010-2011		
1.1	By 9/30/11 The number of Hispanic and low income students completing Summer and Spring Bridge programs is 200	Of 100 enrolled, more than 50% of Summer Bridge Students persist from fall to spring semester
1.2	By 9/30/11 Summer Bridge, Gateway and First Year Experience (FYE) students taking diagnostic placement testing in reading, writing and math is 70%	Of 100 enrolled, students who place into remedial math, English and reading, 50% successfully complete required courses within one year
1.3	By 9/30/11 20 Gateway Tutors are serving students	Students who use Gateway tutors receive 2.0 GPA or higher
1.4	By 9/30/11 A cohort of 30 students enter the First Year Experience (FYE) program	FYE students will achieve GPAs 10% higher than non FYE students
1.5	By 9/30/11 Articulation agreements \increase by 10%	Increase in articulation agreements augment transfer rate for 5 extra students
1.6	By 9/30/11 Annual instructional development workshops are increased from 4 to 6 and Academic Senate surveys all faculty for effectiveness and future topics	Staff Development provides funding for faculty to attend workshops off campus and offer one new workshop each month
1.7	By 9/30/11 Twenty (20) “early adopter” faculty \ acknowledge interest and attend Student Learning Outcomes workshops	Instructional workshops offered on campus increases faculty implementation of Student Learning Outcomes and assessments by 10%
1.8	By 9/30/11 20 faculty participate in staff development focusing on the use of technology and multimedia or in online classes	20 or 10% of Rio Hondo faculty increase use of technology and multimedia in the classroom and in online classes
1.9	By 9/30/11 Students have training and experience using Elluminate*Live 24/7 online tutoring software	Students receive online and email notices that they may utilize Elluminate*Live tutoring software on a 24/7 schedule thereby relieving long lines and requests for online tutoring (Student Climate Survey, May, 2010)
YEAR TWO: 2011-2012		

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

Major Objectives in Measurable Terms		Performance Indicators
2.1	By 9/30/12 The number of Hispanic and low income students completing the Summer and Spring Bridge programs is an additional 200.	Of 100 enrolled, more than 60% of Summer and Spring Bridge Students will persist from fall to spring semester.
2.2	By 9/30/12 Summer Bridge, Gateway and First Year Experience (FYE) students taking diagnostic placement testing in reading, writing and math is 75%	Of 100 enrolled, students who place into remedial math, English and reading, 60% successfully complete required courses within one year
2.3	By 9/30/12 60 Gateway Tutors are serving students.	Students using Gateway tutors receive 2.0 GPA or higher than non tutor users
2.4	By 9/30/12 A cohort of 60 students are participating in the First Year Experience (FYE) program.	FYE student cohort will achieve GPAs 15% higher than non FYE students
2.5	By 9/30/12 Articulation agreements increase by 10% over year one	Increase in transfer and articulation leads to increased student transfer by 10 students
2.6	By 9/30/12 Instructional development workshops are increased from 6 to 8	Instructional and Staff Professional Development becomes a part of annual institutional planning process
2.7	By 9/30/12 Fifty faculty have attended Student Learning Outcomes workshops	Instructional workshops increase faculty implementation of SLOs & assessments by 50% at Proficiency Level
2.8	By 9/30/12 Staff Development Office holds three technology-related instructional development workshops.	20 or 10% of Rio Hondo faculty increase use of technology and multimedia in the classroom and in online classes
2.9	By 9/30/12 20% of students have training and experience using Elluminate*Live 24/7 online tutoring software	Student body in general is aware of and uses the 24/7 online tutoring software evidenced annual Student Climate Survey
YEAR THREE: 2012-2013		
3.1	By 9/30/13 the number of Hispanic and low income students completing Summer and Spring Bridge programs is an additional 200	Of 100 enrolled, more than 70% of Summer Bridge Students persist from fall to spring semester
3.2	By 9/30/13 Summer Bridge, Gateway and First Year Experience (FYE) students taking diagnostic placement testing in reading, writing and math is 80%	Of 100 enrolled, students who place into remedial math, English and reading, 65% successfully complete required courses within one year
3.3	By 9/30/13 One hundred Gateway Tutors will be serving students	Students using Gateway tutors receive 2.0 GPA or higher than non tutor users
3.4	By 9/30/13 50% of FYE students have transferred to another college or completed their academic goal	FYE students achieve GPAs 20% higher than non FYE students
3.5	By 9/30/13 articulation agreements will increase by 15% from previous year	Increase in transfer and articulation will lead to increased student transfer by 15 students
3.6	By 9/30/13 Instructional development	Faculty complete survey describing

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

Major Objectives in Measurable Terms		Performance Indicators
	workshops are increased to 10, student services workshops by 20%	behavior about how they use new technology, teaching and learning assessments, and have been involved in one or more student success program
3.7	By 9/30/13 One hundred twenty (120) faculty will have attended Student Learning Outcomes workshops	Instructional workshops increase faculty implementation of Student Learning Outcomes by 50%, assessments by 25%
3.8	By 9/30/13 Staff Development Office holds three technology-related instructional development workshops	40 or 20% of Rio Hondo faculty increase use of technology and multimedia in the classroom and in online classes
3.9	By 9/30/13 Every student seeking tutoring will receive training and experience with Elluminate*Live 24/7 online tutoring software	Students who utilize Elluminate*Live software will have greater persistence/retention, graduation and transfer rates than those who do not
YEAR FOUR: 2013-2014		
4.1	By 9/30/14 the total number of Hispanic and low income students completing Summer and Spring Bridge programs is an additional 200	Of 100 enrolled in fall and spring, more than 80% of Bridge Students will persist from their first semester to their second semester
4.2	By 9/30/14 Summer Bridge, Gateway and First Year Experience (FYE) students taking diagnostic placement testing in reading, writing and math is 90%	Of 100 enrolled, students who place into remedial math, English and reading, 70% successfully complete required courses within one year
4.3	By 9/30/14 More than 150 Gateway Tutors are serving students	Students who use Gateway tutors receive 2.0 GPA or higher non tutor users
4.4	By 9/30/14 Almost 65% of FYE students have transferred to another college or completed their academic goal	FYE students will achieve GPAs 25% higher than non FYE students
4.5	By 9/30/14 Articulation agreements increase by 20%	Increase in transfer and articulation leads to increased student transfer by 20 students
4.6	By 9/30/14 Academic Senate implements Institute for Teaching and Learning serving 200 faculty with 10 workshops yearly	50% of participating faculty self-report greater use of technology in the classroom and are comfortable creating assessments of student learning and data usefulness
4.7	By 9/30/14 More than 190 faculty will have attended Student Learning Outcomes workshops	Instructional workshops increase faculty implementation of Student Learning Outcomes assessments by 55%.
4.8	By 9/30/14 Staff Development Office sponsors four technology-related instructional development workshops	60 or 30% of Rio Hondo faculty increase use of technology and multimedia in the classroom and in online classes
4.9	By 9/30/14 Students have achieved competency in a culture of online tutoring	24/7 online tutoring is a part of the campus culture as evidenced by responses in the Student Climate Survey and usage data
YEAR FIVE: 2014-2015		
5.1	By 9/30/15 The number of Hispanic and	Of 200 enrolled, more than 90% of Bridge

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

Major Objectives in Measurable Terms		Performance Indicators
	low income students completing Summer and Spring Bridge programs totals 1,000 students	Students persist from fall to spring semester
5.2	By 9/30/15 Summer Bridge, Gateway and First Year Experience (FYE) students taking diagnostic placement testing in reading, writing and math is 100%	Of 100 enrolled students who place into remedial math, English and reading, 75% successfully complete required courses within one year
5.3	By 9/30/15 200 Gateway Tutors are serving students	Students who use Gateway tutors will receive 2.0 GPA or higher than non tutor users
5.4	By 9/30/15 75% of FYE students have transferred to another college or completed their academic goal	FYE students achieve GPAs 30% higher than non FYE students
5.5	By 9/30/15 There is a 5% increase in degrees awarded than in 2010	Students awarded degrees at a rate 5% more than 770 in 2010 equaling 809 students
5.6	By 9/30/15 Institute for Teaching and Learning serves 200 faculty with 20 workshops each year	A culture of learning on campus exists to incorporate innovative instructional technologies and all departments use of assessments of student learning
5.7	By 9/30/15 70 faculty demonstrate ongoing interest SLOs by attending scheduled workshops	Instructional workshops increase faculty implementation of Student Learning Outcomes assessments by 60%
5.8	By 9/30/15 Staff Development Office sponsors five technology-related instructional development workshops	80 or 40% of Rio Hondo faculty increase use of technology and multimedia in the classroom and in online classes
5.9	By 9/30/15 Evaluation of students who participate in activities that promote student engagement has increased 20% or # from 2010	Students awarded degrees at a rate 5% more than 770 in 2010 equaling 809 students for May, 2015

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

The Activity proposed in this application, “*Instructional Development and Educational Assessment for Student Success (IDEAS)*” directly addresses the significant problems of the institution and the goals of the Comprehensive Development Plan. The following table illustrates the relationship between the activity objectives and the College’s problems and goals.

Table 5. Problems, Goals and Activity Objectives.

Problem in CDP	CDP Goal	Relationship to Activity Objectives
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*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

Problem in CDP	CDP Goal	Relationship to Activity Objectives
<p>Academic Problems</p> <ul style="list-style-type: none"> • Rio Hondo struggling to implement authentic processes for assessing Student Learning Outcomes • Basic skills support not meeting student needs • Inadequate tutoring support • Low student persistence rates • Low student completion/graduation rates 	<p>Provide excellent instruction in general education and major requirement courses leading to increased student AA/AS degree completion and university transfer</p> <p>2. Provide excellent instruction in career technical education leaning to increased awarding of certificates and degrees</p> <p>3. Provide excellent and innovative instruction and other learning opportunities in basic skills</p> <p>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</p>	<p>Activity Objectives 1.1, 1.2, 1.3, 1.4, 1.5, and 1.9; 2.1, 2.2, 2.3, 2.4, 2.5, and 2.9; 3.1, 3.2, 3.3, 3.4, 3.5, and 3.9; 4.1, 4.2, 4.3, 4.4, 4.5, and 4.9; 5.1, 5.2, 5.3, 5.4, 5.5, and 5.9</p>
<p>Institutional Management Problems</p> <ul style="list-style-type: none"> • Faculty have not had adequate or timely access and training to information in learning outcomes and assessments or training for infusing technology into the classroom 	<p>1. Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff</p> <p>2. Meet the ever-changing technological needs required to support the educational process and enhance student access and success</p>	<p>Activity Objectives 1.6, 1.7, 1.8; 2.6, 2.7, 2.8; 3.6, 3.7, 3.8; 4.6, 4.7, 4.8; 5.6, 5.7, 5.8</p>
<p>Fiscal Stability Problems</p> <ul style="list-style-type: none"> • Budget shortfalls due to State of California funding constraints • Decreased State funding for Basic Skills programs • Staffing stretched to the limit 	<p>1. Increase fiscal stability by increasing Rio Hondo College’s retention and completion rates</p>	<p>All of the objectives in this proposal are designed to enhance the student learning experience in ways that will increase enrollment and retention, thereby increasing the College’s fiscal stability.</p>

C. IMPLEMENTATION STRATEGY AND RATIONALE

1. Comprehensive Implementation Strategy

This Title V proposal, entitled “*Instructional Development and Educational Assessment for Student Success (IDEAS)*” is designed to extend and expand the College’s work to fundamentally redesign student strategic programs for Hispanic students and redesign faculty education, training and development. Use of these resources while focusing on Hispanic education raises the quality of student preparation, with timely and appropriate progress through the pipeline of required courses. This focus is combined with the assistance and knowledge of a large cadre of caring faculty who continually support and challenge themselves as well as their students.

The Title V Planning Team conducted a comprehensive review of related literature, studies, working models at other colleges to develop the strategies for this Title V activity. While the focus of the Title V activity goal increases institutional capacity to provide student success strategies, it is organized into *two major objectives*, each serving as an integral part of the College’s plan:

Objective #1: Basic Skills and Education Assessment of Students. Using best strategies at Rio Hondo College can move students quickly through required basic skills courses, and help them to discover and define a transfer path to a college or career while increasing degree rates. The implementation of this strategy includes three tactical strategies: (a) implementation of a *Summer Bridge Readiness Program*; (b) *Gateway Tutoring*; and (c) *First Year Experience leading to the Transfer Academy*.

Objective #2: Institutionalizing Instructional Development. Train faculty through instruction development workshops while institutionalizing several student support strategies and incorporating improvements to learning outcomes assessments and the use of technology within the physical and virtual classrooms. This activity component has three tactical strategies: (1)

Academic Learning Assessments; (2) Student Services Learning Assessments; and (3) Technology Uses in the Classroom. This activity component promotes competence for RHC's 200 faculty results in updated curricula, reliable assessments of student learning, efficient and cost-effective methods to infuse technology in the classroom, which results in more engaged students.

2. Implementation Strategy Rationale

Strategies for Objective #1: Basic Skills and Education Assessment of Students: The Basic Skills staff and advisory committee at Rio Hondo College maintain a strong focus on the core fundamentals of learning; reading, writing, math, ESL, and learning strategies. Its primary objectives are achieving high levels of retention and success among basic skills students (72% are Hispanic and low income students) and preparing this population to succeed through more advanced courses of study. RHC's Basic Skills Committee fosters professional development, reviews student data, and implements various best practice learning support and other initiatives. Successful programs such as the MESA (Math Engineering Science Achievement) program allow educationally disadvantaged students to prepare for math-based degrees in engineering, the sciences, computer science, and mathematics. They also develop leadership skills, increase academic performance and gain confidence in building skills to help them be competitive in the workforce. The tactical strategies for the purposes of this proposal include:

Strategy 1: *_Summer Bridge Readiness Program:* Late Summer and (post-holiday) Spring Bridge programs will allow 100 - 300 students annually to ramp up preparation for college level skills so that when they take the assessment tests, the results place them into collegiate courses. Early preparation deconstructs the fear level of new students, builds their confidence and allows them to think about the direction their college "career" may take them. Each week-long session

will run from Monday to Friday prior to the fall semester. Four approaches to improve student preparation and subsequent success include:

Academic Preparation – Students refresh and refine their academic skills. They initially take a diagnostic placement evaluation to gauge their math, reading, and writing abilities. Throughout the program, each student works independently, with instructors and tutors, in large and small group settings, to review core academic concepts according to their need level. By the end of the program, students emerge with sharper skills and a focused engagement on college success.

Campus faculty will review student assessments with high school faculty prior to the Summer Bridge program in order to agree on best improvement strategies.

Skill Building – In addition to academic competencies, this strategy teaches students how to become independent, active learners in a college setting. Students acquire study skill techniques (note taking, highlighting, and summarizing) from instructors and tutors. Students apply these skills during specific activities, which allow them to enter college with appropriate skills.

Campus Familiarity – Becoming familiar with the campus helps students focus on the many college resources they can utilize to be successful in their formative college years. Students participate in a campus orientation, meet with a counselor, and take the college assessment tests. Classrooms are identified for their fall classes, and each makes an appointment at the Learning Assistance Center, giving students a sense of control over their future learning.

Networking – Students are assigned to work with peers, different instructors and staff members. By engaging in collaborative activities, events, and tasks students create meaningful bonds. These contacts enable students to become part of the campus community and to flourish in a supportive environment as they enter college. Incentives for the Summer/Spring Bridge College Readiness project include a well-balanced breakfast and lunch served each of the 10 days.

Students have built-in access to tutors, counselors, assessment personnel and faculty members.

Completion of the program requires 90% participation in all activities.

Strategy #2. Gateway Tutoring: This pilot program at Rio Hondo College derives from a highly successful learning support model developed at Santa Barbara City College that has received recognition by the California Community College Academic Senate, California Community College Board of Governors, the Two-Year College Association (TYCA) and the Hewlett Foundation. It augments classroom instruction with additional peer learning opportunities directly tied to specific classes. In traditional class settings, disparities tend to emerge between students and teachers, such as students being shy about asking questions and instructors falsely assuming certain types of prior knowledge. This leads to barriers of communication and limited learning. The role of the Gateway Tutor is not to replace the instructor or to supplant student/teacher communication. Rather, their role is to serve as a liaison between students and instructors, facilitating communication, expectations, and feedback between both sides leading to a clearly feasible and open learning environment.

Once a Gateway Tutor is assigned to an instructor, the tutor attends all class sessions in order to remain up-to-date with the pace and content of the class. The instructor may choose to utilize the tutor during class to facilitate activities as needed. Otherwise, the tutor simply observes and takes notes. This accounts for approximately half of the tutor's assignment. One hour per week of faculty/tutor preparation time will be necessary. For half of the time the tutor offers two one-hour small group tutoring sessions to the students in their class. Student attendance is voluntary but is usually tied to some form of incentive, such as minimal class extra credit.

Early experiments at RHC started with targeting remedial courses in math, reading and English as a Second Language (ESL). The program for spring 2010 at Rio Hondo grew to 30

sections; however, significantly more faculty have applied to participate in Gateway Tutoring, and it will grow to 200 sections per term with the help of this grant. The “traditional” tutoring methods can create barriers or disconnects for underprepared or uncertain students when they make an appointment, and the tutor has no experience in the class the student is taking.

In addition to Gateway Tutoring, Rio Hondo plans to provide online opportunities for students to access tutors through software such as Elluminate*Live, which provides live tutors during specific hours of the day, and tutors provide answers within 24 hours of the student’s online request. This option will not make up for students who are given tutors without the course knowledge required, or waiting in line at 7 a.m. in the morning, but the Gateway system combined new computers in math, reading and writing labs in the new Library and Learning Resource Center can make a huge difference in both student satisfaction and student progress.

Strategy 3. *First Year Experience leading to Transfer Academy:* The First Year Experience (FYE) program is an innovative, best practice learning cohort model, developed at the University of South Carolina and used successfully at many California community colleges, including Santa Ana College, El Camino College, Long Beach City College, Riverside City College and many others. The main objective of FYE is to promote active learning among students in a supportive, integrated, and practical environment. The project is set to pilot during the fall, 2010 semester.

FYE is structured each term with a cohort of about 30 students, two instructors, tutors and a cohort facilitator – often a counselor. All students enroll in two specific class sections, such as Intermediate Composition for Developing Writers with Professor A and Elementary Algebra with Professor B. It is also likely that Counseling 101, College and Career Orientation, will be one of the two cohort courses while tied to either a developmental math or English class.

The two instructors meet periodically (approximately four, one-hour meetings per month) to create integrated lessons, monitor student retention/success, and discuss other logistics.

A tutor is assigned to each class and is available throughout the semester according to class need.

In addition, the co-lead facilitator plans periodic service learning opportunities for the students and maintains the smooth functioning of the cohort. To maintain academic interests of cohort students strategies include:

Social Networking – Close interaction with peers, tutor and instructors allow students to build valuable social and academic networks, creating a sense of belonging and community that is conducive to sound learning, empowerment, and self-actualization.

Integrated Learning – Instructors meet to generate class activities and assignments that compliment and integrate each of the two disciplines that are tied, which is often called Write across the Curriculum. Integrated learning reinforces core academic concepts and presents them in a multi-skilled context, which familiarizes students to the interdisciplinary use of knowledge.

Service Learning – The cohort facilitator arranges opportunities for students to apply and reinforce their classroom learning in a practical, real-life setting. Different than a strict practicum model in which students gain field experience, service learning involves social consciousness and community service. Service learning activities are also part of certain class assignments, such as conducting group presentations about their work, journaling their experiences, or creating tools and documents for service organizations. The idea remains that students will utilize their skills and knowledge to make positive contributions to their community and society at large. This allows for a more practical, fulfilling, and effective learning process.

Students complete FYE during their first year at RHC. At that point participating Hispanic and low income students enter the Transfer Academy for the remainder of their stay at the

college. The Transfer Counselor advises each student about individual educational objectives. Each student completes an application to one University of California college, one California State University, and one private college depending on educational goals. The students meet with a transfer counselor twice per semester and attend tours of California State colleges. Students' college acceptance and enrollments are tracked by the Transfer office.

Goals for the transfer office include having Rio Hondo College courses accepted fully as foundation or prerequisite courses by the transfer institution, having Rio Hondo students matriculate from four-year colleges at the same rate as native (from first-year enrollment) students, and establishing new (required) pipelines to allow a substantial number of Rio Hondo students to transfer during this unprecedented atmosphere of low transfers to the UCs and CSUs.

Objective #2: Institutionalizing Instructional Development. Campus leaders are engaged in weekly discussions related to staff development to improve success the Hispanic and low income population. Included are the staff development coordinator, counseling, advising and transfer center staff, academic senate staff, institutional research and planning, and lead faculty in reading, writing, math, ESL, college success and study skills. These staff members are the nexus of the 17-member *Title V Advisory Committee*. To ensure effective communication throughout the five-year period, regularly scheduled workshops, webinars and individual instruction in technology will be conducted. As a result, staff development opportunities become flexible, varied, and responsive to faculty needs, which creates diverse learning opportunities to serve the almost three-quarters of RHC students.

Campus research and planning will work with academic senate faculty to conduct a needs assessment for planning and implementation of ongoing staff development programs. These activities will support knowledge of both (1) student services support and developmental

education programs; and (2) proficiency in learning outcomes development and assessment - both in the classroom as well as administrative units, and upgrading academic program faculty use of technology in the classroom to both attract and challenge students. Numerous outcomes of this planning include developmental education faculty involvement in the design, planning and implementation of staff development activities; activities demonstrating outcomes and assessment methods for academic as well as administrative departments. Workshops are regularly evaluated by participants, and data collected are used for continuous improvement and to promote interactions among and staff in student services.

Faculty at Rio Hondo College has unique opportunities to participate in proposed Title V activities, and the implementation plan includes strategies to ensure participation and foster a culture of instructional excellence. For example, faculty who participate in staff development receive intrinsic rewards including, praise, support and peer curiosity and recognition. Title V funding will allow opportunities for faculty to receive a one-time financial stipend of \$500 when four or more staff development workshops are attended in one year. From that incentive a culture of interchanges among faculty in diverse disciplines should promote Hispanic student success and foster a new culture of scholars and professionals. Finally, an important ingredient - the institution must express its gratitude for staff development by providing rewards where appropriate (FLEX credit, time off, salary advance or formal recognition.)

Research and literature consistently point to the relationship of high-level administrative support to the success of faculty in developmental programs and services. For this reason student success is the overarching theme of this proposal, and the two branches supporting this mission are best practices increasing student support as well as improvement of teaching and learning. The faculty and administration recognize the need to reinvent their advocacy and use of Student

Learning Outcomes. This recognition is a result of recently being removed from the AACJC warning list for remaining at the Developmental level of infusing SLOs and assessments into teaching with a scarce chance of meeting the top and third level of Proficiency. Increasing the capacity of Rio Hondo College to meet benchmark levels of SLO involvement include having faculty express and describe a basic, common understanding of assessment through dialogue and professional experience by rewriting a course outline. Faculty must also be able to identify an appropriate strategy for getting started depending on the type and nature of the course. To help campus faculty set and meet the benchmarks it is important that they understand the value (beyond compliance) of SLOs; show incremental changes in their teaching, and based on assessment data, make significant differences in teaching what students know and can do. The tactical subcomponents of this strategy for the purposes of this proposal include:

(a) Academic Learning Assessments: The factors that contribute to quality, effective education have much to do with the approach, the personality and the training of that person. Effective teaching has been shown to be based on broad teaching skills with appropriate content knowledge in the discipline. For math, for example, there is a third and related area required for effective teaching – knowledge for teaching. For example, what are the visual tools needed to represent algebraic equations or a sense of everyday errors students tend to make when they start learning negative numbers or very large numbers – where does that comma or decimal point really go? (*Building a Better Teacher* – www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?ref=magazine).

Intended learning outcomes are derived using four strategies. First, the importance of incorporating characteristics of effective planning means faculty must learn how to marry the process of planning outcomes with what and how the student is learning. Second, faculty

recognize that simple planning models (often adapted from contextual models at other colleges) can work if the key components are there. Fourth, the type of assessment that matches the genre of teaching and learning helps with strategic themes that guide all outcome plans, link goals to needs in the planning-budget process, and finally, includes an assessment approach that keeps data manageable and relevant to performance measures and standards.

(b) Student Services Learning Assessments: Academic faculty meeting to design the Title V proposal agreed that they were unaware of best practices in student learning and transfer pipeline programs at RHC. However, they were unaware of some of the matriculation, graduation and transfer regulatory requirements. Student data is available in the campus Fact Book each year, but those data are rarely discussed and described, especially as they compare to similar colleges. Faculty know graduation rates, transferability of math and English and other courses, for example, are posted on the college web site but rarely discuss traditional measures of what is, and is not, working well on campus that improves student satisfaction and other life issues such as: Do students know how to navigate alternative cultures? Do students understand what they do not know? Do students assume responsibility for their learning and development? Are students making significant choices thoughtfully – educational or professional? Do students on campus demonstrate self-confidence? Are students expanding their horizons each semester or struggling? Are students engaging with the community and working for what they want more of – are they mastering content in their classes?

(c) Technology Uses in the Classroom: Faculty need to learn how to design learning environments to meet student and program needs. They often share interests and enthusiasm with students and mentor student development in and out of the classroom. But how should they assess the effectiveness of their classroom sessions, courses, and programs to improve their

effectiveness? Faculty development in this area is driven by new opportunities including the following: Infusing expert lectures in a shared-video format from the Internet directly into the classroom, making use of student “preferred” modes of communication – Topic-related websites, Facebook, Blogs, Twitter – that increase responsiveness to learning. Use of these technologies is an important function to building a high-tech teaching toolbox.

Table 6. Implementation Timetable

IMPLEMENTATION TIMETABLE – Rio Hondo College Title V Proposal				
SPECIFIC TASKS	PARTICIPANTS	RESULTS	TIMETABLE	
			START	END
Inform RHC community, appoint hire and/or contract key personnel	President and Cabinet, Title V Director, Search Committees	RHC email, Intranet, President’s monthly newsletter, Whittier News	9/1/10	9/30/10
Title V Advisory Committee convened to review project and proposed outcomes	Title V Director Fac Dev Coord Research Assistant	Management Team aware of clear goals, tasks, and review requirements	10/1/10	11/5/10
Establish cohort baseline data for evaluation of student success strategies 1.Summer/Spring Bridge Programs 2.Gateway Tutoring 3.FYE	Title V Director Research Assistant	In consultation with Dean of Research and Planning will develop pretest to determine participants entry skills in read, writing, and math	10/1/10	Ongoing
Establish baseline data for evaluation of faculty training needs in Curriculum development and Technology use in classroom	Title V Director Faculty Development Coordinator Research Assistant	In consultation with Dean of Research and Planning will develop survey to determine faculty expertise in SLOs and technology skills	10/1/10	Ongoing
Project Director and Title V Advisory committee begin bi-monthly meetings	Title V Director Faculty Coordinator	Meeting minutes and policies and procedures distributed throughout college	10/1/10	Ongoing
Project Director and Coordinators finalize reporting protocols for staff	Title V Director Faculty Coordinator	Meeting minutes and policies and procedures distributed throughout college	10/1/10	11/1/10
Bid, purchase and	Title V Director	Dedicated space is	10/1/10	10/1/11

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

IMPLEMENTATION TIMETABLE – Rio Hondo College Title V Proposal				
SPECIFIC TASKS	PARTICIPANTS	RESULTS	TIMETABLE	
			START	END
install all Year One supplies	Dir Instruct Tech Instruct Designer	renovated in Student Success Center		
Gather baseline data needed for evaluation processes, develop survey processes and define student cohort variables	Title V Director Advisory Committee Research Assistant	Review data needs with Dean Research and Planning. Determine data report methods. Beta test faculty survey and student tracking cohort	Ongoing	10/1/15
FYE cohort established and engaged in process to Transfer Academy	Title V Director Art/Transfer Officer	Select another cohort of 30 students to follow fall pilot program of 30 students	10/15/10	Bi-annually
Faculty survey distributed to determine topics for monthly workshops	Title V Director Research Assistant Fac Develop Coord Fac Dev Assistant	Compare results to April, 2010, faculty interest survey and develop workshops	10/15/10	Annual
Implement two Faculty Development Workshops - SLOs and technology	Fac Dev Coordinator Fac Dev Assistant	Use results of survey to kick off new Instructional Development series	10/20/10	11/20/10
Title V Advisory Committee meets to determine scope of project and proposed outcomes	Title V Director Advisory Committee	Statement of tasks/duties and timelines available in meeting minutes	11/1/10	12/1/20
Update Development Website with current information	Faculty Develop Asst	Add workshops, topics and speakers for 2010-2011 academic year	11/15/10	Ongoing
Gateway Tutoring implementation	Project Director Instruc Learning Asst Faculty/student volunteers	Review faculty applications for student tutors to sit in their classes	11/16/10	Aug & Nov each year
Spring Bridge Readiness Program first time implementation	Dean Stu Success and Retention Dean Lib/Inst Sup Instruc Learning Asst Transfer/Art Officer	Use feedback from pilot Summer Bridge program to improve Spring Bridge	11/15/10	January annual
Title V Director speaks to Academic Senate	Title V Director Fac Dev Assistant Instruc Designer	Explains goals, seeks input for effective practices in Instruction Development plans and workshops	12/1/10	Every semester

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

IMPLEMENTATION TIMETABLE – Rio Hondo College Title V Proposal				
SPECIFIC TASKS	PARTICIPANTS	RESULTS	TIMETABLE	
			START	END
Title V Director outlines scope of tasks to Student Services	Title V Director Dean Lib/Inst Sup	Director explains plan for effective practices of student success	12/1/10	Every semester
Project Director outlines scope of tasks to Board of Trustees	Title V Director Inst Learning Asst and Deans from President's Cabinet	Director explains plan for effective practices and anticipated improvements to student success and faculty development	12/7/10	Annual
Gather baseline data for three effective practices above to determine level of improvements in Hispanic and low-income student success	Title V Director Dean of Institutional Research and Planning Research Assistant	Formulate cohort base and data variables to compare groups against non Title V program students	1/15/11	Annual
Spring Bridge Readiness Program cohort evaluated on new skills	Title V Director Research Assistant Bridge Counselors	Changes for Summer Bridge Readiness program considered and discussed with both Coordinators	2/1/11	Annual
Implement Elluminate*Live online tutoring system 24/7	Title V Director Inst Learning Asst	Pilot student tutoring to all students with Website Notice	3/1/11	6/1/11
Title V Project: Semiannual evaluation to determine project outcomes	Title V Project Director Inst Learning Asst Dean of Inst. Planning & Research Research Assistant	Mid-year report submitted to Title V Director for Year 1	4/1/11	Bi-annual
Formative evaluation of FYE students and their perceptions of social networking, integrated learning and service learning	Title V Project Dir Inst. Learning Asst Dean of Inst Planning/Research Research Assistant	Establish baseline data	5/1/11	Bi-annually at end of fall and spring semester
Gateway Tutoring cohort evaluated on use of tutors, results in grades, and	Title V Director Gateway Faculty Research Assistant	Students evaluated on semester performance and persistence to next semester	5/1/11	Bi-annual

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

IMPLEMENTATION TIMETABLE – Rio Hondo College Title V Proposal				
SPECIFIC TASKS	PARTICIPANTS	RESULTS	TIMETABLE	
			START	END
semester persistence and success				
FYE cohort evaluated for improvement levels	Title V Director FYE faculty Research Assistant	Student surveys measure student feedback on four outcomes and cohort evaluated on success and persistence	6/1/11	Annual
Bid, purchase and install all Year Three supplies	Title V Director Dir Instruct Tech Instruct Designer	Dedicated space is renovated with new computers in Math Lab.	10/1/13	Annual
Implement four Faculty Development Workshops on SLOs and technology	Fac Dev Coordinator Fac Dev Assistant	Use results of survey to kick off new Instructional Development series	10/20/11	11/20/11
Title V Advisory Committee meets to determine scope of project and proposed outcomes	Title V Director Advisory Committee	Statement of tasks/duties and timelines available in meeting minutes	11/1/11	12/1/11
Update Development Website with current information	Faculty Develop Asst	Add workshops, topics and speakers for 2010-2011 academic year	11/15/11	Ongoing
13 or all academic programs update curricula with SLOs and assessment	Title V Director Research Assistant Deans and Faculty	All Curriculum upgraded to include outcomes and assessments	1/1/12	Ongoing
Title V faculty Institute for Teaching and Learning is established	Title V Director Inst Learning Coord Fac Develop Coord Acad. Senate Pres.	Faculty use Institute for Teaching and Learning	3/10/12	9/30/13
Bid, purchase and install all Year Four supplies	Title V Director Dir Instruct Tech Instruct Designer	Dedicated space is renovated in Learning Assistance Center	10/1/14	9/30/14
Disseminate research findings on three cohorts - Bridge Programs, Gateway Tutors, and FYE	Title V Director Dean for Inst Res and Planning Research Director Faculty and Staff	Faculty leaders make presentations to campus and outside groups	10/1/14	As needed

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

Table 7. Title V Student Success Project Manager

Name: Dr. Robert Holcomb	Time Commitment: 100% x 12 months
Current Title: Assistant Dean of Student Support Services	Reports to: Kats Gustafson, Dean of Library and Inst. Support but has access to the President for the purposes of managing the Title V project.
<p>Title V Project Manager Duties: Dr. Holcomb a Hispanic person with 10 years teaching English as a Second Language and three years as an administrator, will provide overall leadership for and direct all aspects of Title V Project. He will effectively manage Title V staff to achieve objectives, communicate an informed understanding of the goals and objectives to all constituencies of the College, coordinate activities that facilitate effective use of program resources including personnel, authorize all expenditures, maintain control over budget, assume responsibility for appropriate use of funds and establish expenditure procedures, and facilitate the development and implementation of an effective evaluation and assessment process. He will remain informed regarding Title V and ED policies and grant terms/conditions; ensure adherence to all applicable district, state and Federal requirements, oversee preparation of required fiscal and annual reports, supervise evaluation progress on achievement of Title V goals and objectives, facilitate institutionalization of practices and improvements.</p>	
<p>Minimum Qualifications: Doctorate required with minimum one year administrative experience in higher education. Minimum five years experience in undergraduate instruction. Includes some prior responsibility for grants from various federal, state, and non-profit agencies, and knowledge of in OMB regulations and federal bureaucracies. Experience in managing budgets, participating in program audits and accreditations, evaluating programs, hiring staff and supervision, purchasing equipment and managing instructional development. Also, experience in a comprehensive educational technology environment, faculty development in technology training and SLOs; with at least three years of postsecondary teaching; and a record of developing and implementing new programs.</p>	
<p>Qualifications of Dr. Holcomb <i>EXPERIENCE:</i> Dr. Holcomb has served Rio Hondo College since 2000 as a faculty member, ESL Program Coordinator, and was appointed, Assistant Dean of Student Success and Retention (Basic Skills) in 2009. He taught basic skills level courses in ESL, developmental composition, and noncredit community education for 10 years. He has participated in basic skills related endeavors, including the California Benchmark Project, the Tillery Summer Institute for Community College Leadership, and regional Basic Skills Initiative conferences and workshops. Dr. Holcomb is in his second year as Basic Skills Committee Co-Chair. <i>EDUCATION:</i> Ph.D., Claremont Graduate University; M.S. & B.A., University of S. California.</p>	
<p>Relationship to Activity Objectives: The Project Manager is responsible for the oversight of all activity objectives and supervising the Title V project staff.</p>	
<p>Institutionalization: Position of Title V Project Manager will not continue after grant ends, as he will revert to his previous position as Assistant Dean, Student Success and Retention.</p>	

Table 8. Instructional Learning Assistant

Name: Hector Molina	Time Commitment: 100%
Current Title: Senior Instructional Assistant	Reports to: Title V Project Manager

for the Learning Assistance Center (LAC)	
Instructional Learning Assistant Duties: This important position has two-fold importance within the spectrum of grant proposal activities. The Instructional Learning Assistant will assist instructors in the planning, organization, preparation and presentation of classroom materials, their involvement with Gateway tutors and First Year Experience Students. In addition he will perform duties related to coordination of the tutorial and student strategies programs and work extensively with Learning Assistance Center and tutorial labs staff. In all aspects of the Title V grant he will be responsible for assisting the Project Manager with marketing and recruitment efforts for faculty and students as well as implementing and monitoring all programs and activities of the grant.	
Minimum Qualifications: Three years experience in assisting community college personnel in library, tutoring, or online learning systems.	
Qualifications of Hector Molina <i>EXPERIENCE:</i> Hector Molina has served Rio Hondo College since 1999 as an EOP&S Tutor, and was promoted to Senior Instructional Assistant for the (LAC) Learning Assistance Center. For four years he has worked closely with Dr. Robert Holcomb and the Office of Student Success and Retention. <i>EDUCATION:</i> Some college and certification in one or more technology areas.	
Relationship to Activity Objectives: 1.3,1.6; 2.3,2.6,2.8;3.3,3.6,3.8;4.3,4.6,4.8;5.3,5.6, 5.8	
Institutionalization: Position of Instructional Learning Assistant does not continue in Year 6.	

Table 9. Faculty Development Coordinator

Name: Katherine O'Brien	Time Commitment: 50%
Current Title: Professor, EOPS Counselor	Reports to: Title V Project Manager
Faculty Development Coordinator Duties: The Development Coordinator is responsible for developing faculty/staff workshop scheduling, marketing, academic or technical content, and speakers. As well, all workshops will be posted on the Faculty Development website until such time as the Institute for Teaching and Learning is fully established in the third year of the grant.	
Minimum Qualifications: Masters Degree required. Five years minimum experience in teaching undergraduate courses in an institution of higher education. Experience coordinating faculty/staff development preferred.	
Qualifications of Katherine O'Brien <i>EXPERIENCE:</i> O'Brien has been a full faculty member at Rio Hondo College since 1988. In that time she has served as an EOPS and Honor's Counselor, Professor, and Staff Development/FLEX/ Study Abroad Coordinator. Her experience includes curriculum development, several years on the Academic Senate Executive committee and the Planning and Fiscal Council, coordination of an Early Intervention program, co-chairing of the Accreditation Response and Leadership Academy development committees and the organization and facilitation of numerous campus workshops, seminars and retreats. <i>EDUCATION:</i> M.A. Counseling Psychology, University of California, Santa Barbara; B.A. Sociology, University of California, Santa Barbara.	
Relationship to Activity Objectives: 1.6,1.7,1.8; 2.6,2.7,2.8; 3.6,3.7,3.8;4.6,4.7,4.8; 5.6,5.7,5.8	
Institutionalization: Position of Faculty Development Coordinator institutionalized in Year 6	

Table 10. Faculty Development Assistant

Name: Teresa Martinez	Time Commitment: 100%
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Current Title: FLEX/Staff Development Clerk	Reports to: Katherine O'Brien, Faculty Development Coordinator
Faculty Development Assistant Duties: Provide administrative support for the Title V Faculty Development Coordinator.	
Minimum Qualifications: Experience in professional office procedures at a community college.	
Qualifications of Teresa Martinez <i>EXPERIENCE:</i> Martinez has served as a FLEX/Staff Development Clerk since 2006. Her duties include providing all manner of support for Staff Development and FLEX activities including coordinating clerical aspects of two all campus professional development days each year, the inputting and documentation of FLEX obligation reports for full and part-time faculty. She serves on the Staff Development, Leadership Academy Development and Latina Leadership Network committees. <i>EDUCATION:</i> Some college with continuing education goals	
Relationship to Activity Objectives: 1.6,1.7,1.8; 2.6, 2.7, 2.8; 3.6,3.7,3.8;4.6,4.7,4.8; 5.6,5.7,5.8	
Institutionalization: Position of Faculty Development Assistant institutionalized in Year 6.	

Table 11. Transfer/Articulation Officer

Name: Dorali Pichardo-Diaz	Time Commitment: 50%
Current Title: Transfer Officer	Reports to: Transfer Center Coordinator
Transfer/Articulation Officer Duties: This new position serves as the primary technical and resource person for the Transfer Center as well as building new transfer relationships with State four-year colleges. Must use California Community College ASSIST program to find new pathways to four year colleges with the restrictions on transfer from the two-year colleges last year. The vital transfer process now requires making individual agreements with four year colleges. The college determined greater workload in transfer function via results of Program Review.	
Minimum Qualifications: Knowledge of transfer information for various four year institutions; modern office practices, procedures and equipment. Ability to orient students and faculty about transfer function and assist in transfer planning and processes leading to improved Annual Area Outcomes.	
Qualifications of Dorali Pichardo-Diaz <i>EXPERIENCE and EDUCATION:</i> Any combination equivalent to graduation from high school and two years related experience involving considerable public contact.	
Relationship to Activity Objectives: 1.1,1.4,1.5; 2.1,2.4, 2.5; 3.1,3.4,3.5; 4.1,4.4, 4.5;5.1,5.4,5.5	
Institutionalization: Position of Transfer/Articulation Officer institutionalized in Year 6.	

Table 12. Research Assistant

Name: To be hired.	Time Commitment: 100%
Current Title: n/a	Reports to: Dean of Institutional Research and Planning
Research Assistant Duties: This position assists in the design, implementation, analysis and report preparation required for all Title V activities. The selected candidate will be responsible for developing, publishing and disseminating and speaking cogently about results of the student success strategies and faculty development, including articulation/transfer, accreditation, and assessment. The Research Assistant will respond to grant progress toward increase in student success, retention, persistence, graduation and transfer as well as faculty utilization of	

technology in the classroom and course outline changes detailing SLOs and their assessments.
Minimum Qualifications:
Qualifications of Research Assistant to be hired <i>EXPERIENCE</i> and <i>EDUCATION</i> : Bachelor’s degree in statistics, mathematics, computer science or social science and two years of related work experience.
Relationship to Activity Objectives: Candidate/hire will be involved in evaluation of all aspects of grant activities and objectives.
Institutionalization: Position of Research Assistant institutionalized in Year 6.

Table 13. Summer Bridge Coordinator / Spring Bridge Coordinator (2 positions)

Name: Part Time Counselor	Time Commitment: 25%
Current Title: Part Time Counselor	Reports to: Project Director
Summer Bridge Coordinator/Spring Bridge Coordinator Duties: Part time counselors hired for additional three months per year to market, receive applications, and organize activities for 200 students in summer and spring bridge programs prior to their first semester on the Rio Hondo campus. For spring bridge additional low grade students from the earlier fall semester will join new students and be re-oriented. Must be able to maintain composure with student attitudes, assist with needs, and provide friendly advice and direction.	
Minimum Qualifications: Master’s Degree in Counseling or Psychology	
Qualifications of Summer and Spring Bridge Coordinators <i>EXPERIENCE:</i> Three to five years experience in counseling students at high school or college level. Additional experience in summer camps, leading student projects, or managing student groups.	
Relationship to Activity Objectives: 1.2; 2.2; 3.2; 4.2; 5.2	
Institutionalization: Position of Summer/Spring Bridge Coordinator will not continue in Year 6.	

Table 14. Instructional Designer

Name: David Dawson	Time Commitment: 20%
Current Title: Instructor of 3D Animation and Drawing	Reports to: Faculty Development Coordinator
Instructional Designer Duties: Assist faculty and staff to use new technology, multimedia options in the classroom, in online classes, and as a part of learning outcomes assessment.	
Minimum Qualifications: Master’s Degree in Art or Technology in Education	
Qualifications of Instructional Designer <i>EXPERIENCE:</i> Prior teaching experience at a four or two-year college in the area of using technology for teaching and learning. <i>EDUCATION:</i> M.F.A., Florida Atlantic University; B.A. Baylor University; A.A. Art Institute of Dallas.	
Relationship to Activity Objectives: 1.6,1.8;2.6,2.8;3.6,3.8;4.6,4.8;5.6,5.8	
Institutionalization: Position Instructional Designer will not continue in Year 6.	

Table 15. Outside Experts: EXAMPLE

Name: Claire Cesareo-Silva	Time Commitment: Stipend for Expert
Current Title: Professor	Reports to: Title V Project Manager
Outside Experts in Instructional Technology and Student Learning Outcomes Duties: xxx x	

Minimum Qualifications: Community college faculty member with experience as an expert in topics related to goals of grant.
Qualifications of Cesareo-Silva <i>EXPERIENCE:</i> Professor Claire Cesareo-Silva, cultural anthropologist faculty member of Saddleback College in Mission Viejo, California, was recently recognized for her “Invaluable” work on online education by the 2010 Blackboard Catalyst Award for Individual contributions in Staff Development. She is a former full time faculty member of Whittier College where Rio Hondo College resides. <i>EDUCATION:</i> Master’s or Doctorate from four-year university
Relationship to Activity Objectives: 1.6,1.7,1.8;2.6,2.7,2.8;3.6,3.7,3.8;4.6,4.7,4.8;5.6,5.7,5.8
Institutionalization: Position will not continue after grant ends.

E. PROJECT MANAGEMENT PLAN

1. Procedures to Ensure Efficient and Effective Implementation

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 review by the Student Success Project Director, which will be filed in with the Vice President for Accounting, Finance and Business.
Monthly Progress Reports	Completed by the Student Success 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 Student Success 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 Student Success 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 its IDEAS 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 Program Manager, 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.

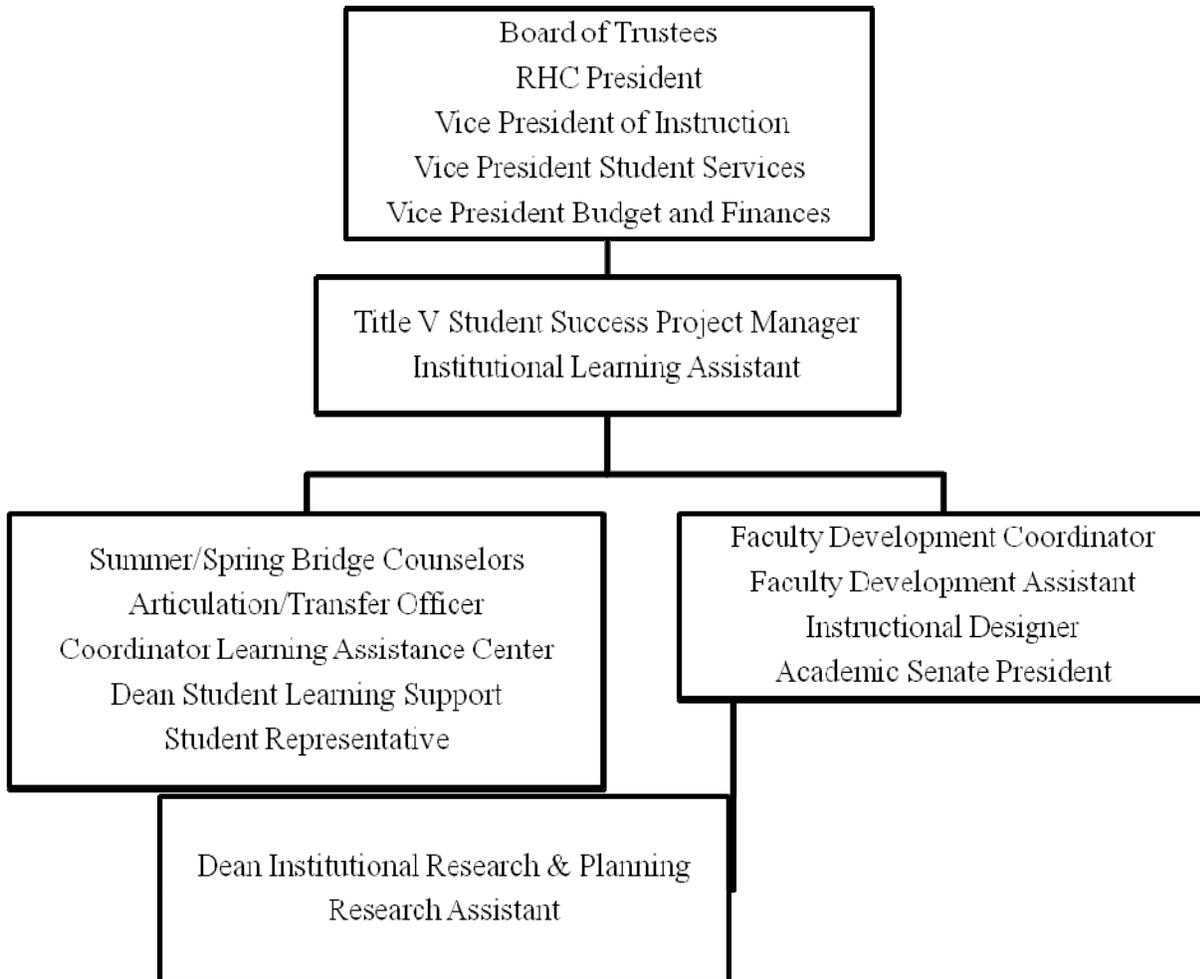
2. Authority to Effectively Conduct Project

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 for Services and sit on the Advisory Team. He has full authority and autonomy to manage staff. The Rio Hondo Title V Advisory Team will include the following members: RHC President; Vice President Instruction; Vice President Student Services; Title V Student Success Project Manager; Institutional Learning Assistant; Summer/Spring Bridge Coordinators; Articulation/Transfer Officer; Faculty Development Coordinator; Faculty Development Assistant; Instructional Designer; Research Assistant; Dean Performing and Visual Arts; Dean Communications & Languages; Dean Counseling & Student Development; Dean Institutional Research & Planning; Dean Mathematics; Dean Student Learning Support; Dean Student Success and Retention; Coordinator Learning Assistance Center; Director Human Resources; Academic Senate President; Information Technology Services Representative; and Student and Faculty Representatives.

3. Organization Chart for Rio Hondo College’s Title V Activity

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

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*



F. EVALUATION PLAN

The process for evaluating the Title V project will be incorporated into the College's ongoing evaluation planning so that a valid assessment of Title V implementation strategies is conducted each year and for the five-year grant as a whole. Formative (process-based) and summative (outcome-based) analyses will assess achievement of measurable objectives, implementation strategies and final impact and outcomes for the Title V Project.

1. Data Elements and Data Collection Procedures.

Both quantitative and qualitative data will be collected and recorded by RHC's Office of Institutional Research and Planning. Valid baselines have been included in both the five-year Measurable Objectives of the Institution and the Annual Activity Objectives. Quantitative data elements to be tracked include (but are not limited to) student retention, student enrollment, number of faculty trained in use of educational technology, number of faculty trained in SLOs.

2. Data Analysis Procedures.

In a recent and challenging analysis of educational reform and innovation efforts, the authors concluded that,

“The essential implementation question becomes not simply ‘what’s implementable and what works,’ but what is implementable and what works for whom, when, where and why”
(*Christensen, Horn, & Johnson, 2008, p.172*).

The evaluation plan will document 1) any and every change in the number of full-time degree-seeking undergraduate students enrolled at Rio Hondo; 2) the percent of first-time, full time degree-seeking students who were in their first year of postsecondary enrollment in the previous year who continue enrollment at the same two-year institution, and who graduate within three years of enrollment, and 3) the federal cost per undergraduate degree at Rio Hondo College.

These measures and others allow the College to reflect on its capacity to process, promote, and document success for Hispanic and low-income students for the next five years.

Formative Evaluation. Formative evaluation of measurable objectives and implementation strategies will occur at regular intervals during the five-year grant period to ensure that goals are being met and that the project is within budget. Formative evaluation will allow for the monitoring and adjustment of schedules and objectives, reallocation of resources, and modifications of tasks and strategies. It will help the project move as effectively and efficiently as possible toward achievement of stated objectives. Specific evaluation of the two implementation strategies described in this proposal will be as follows:

Strategy #1: Basic Skills and Education Assessment of Students (Student Success Models). The first evaluative method related to will be a formative evaluation that documents and assesses the project implementation process that could facilitate replication among other Hispanic-serving institutions.

The second method will include a student cohort data tracking process by year for academic performance, Math and English remedial and college level course success from enrollment demographics, through remedial education, student best practices experiences, retention, and graduation and transfer rates from years two through five of the program. Third will be a quasi-experimental model of comparing success among Hispanic students who participated in the Student Success program models to those who did not. Of the overarching goal to achieve student success, the first strategy is to increase speediness through remedial courses, increase student persistence within each semester, and retain those students from semester to semester, with an academic rating above the 2.0 or “C” grade level.

Strategy #2: Institutionalizing Instructional Development. The second evaluation will occur among and between faculty as they perceive their own increased professional development and learning with regard to development of student outcomes/assessments and the effect of student services best practices and integration of technology upon their teaching. Survey data will demonstrate pre- and post-faculty conduct with student services, with students, and institutional climate and culture.

An excellent research report, *Quantity vs Quality: A New Approach to Examine the Relationship between Technology Use and Student Outcomes* (British Journal of Educational Technology, v 41 n3 p455-474), Entertainment and exploratory technology use shows significant positive association with student learning habits; however specific use of technology had significant influence on student academic outcomes. REMOVE

Data Management and Security, Performance Feedback and Reporting, Teacher perceptions, student follow up perceptions, Summer Bridge Camp, Gateway Tutoring, First Year Experience, Transfer and Articulation
, Training of Researcher, Evaluator, and Project Director, Overall impact on improved campus capacity to serve Hispanic students

Overall Evaluation of Implementation Strategies. The evaluation of each of the implementation strategies will be structured as outlined in the following table. The evaluation of implementation strategies will be conducted by the Title V Project Manager and incorporated into formative and summative evaluation reports.

Table 17. Implementation Strategy Evaluation Measures.

No.	Item	Question
1.	Results	Were the scheduled tasks related to an implementation strategy completed to the satisfaction of the Title V Advisory Committee and Project Manager?
2.	Methodology	Were the techniques used to achieve the tasks appropriate and carried

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

No.	Item	Question
		out as planned? What changes need to be made in the future?
3.	Participants	Were responsibilities clearly defined and did those assigned to carry out specific tasks complete their duties?
4.	Time Frame	Were the tasks completed in a timely manner during the course of the grant period? Is the timeline realistic?
5.	Contribution	To what extent has the completion of a particular task made a contribution toward the project’s overall goals and objectives?

Summative/Final Report. At the end of the project period, the Title V Project Manager will prepare a final evaluation report. The report will include a brief project history as well as information regarding the following project components: (1) projected budget versus actual expenditures; (2) formative evaluations of measurable objectives; (3) formative evaluations of implementation strategies; (4) discussion of outcomes achieved, both intended and unintended; (5) discussion of how the significant problems of the institution were impacted by the project; (6) discussion of how key overall goals were impacted by the project.

In addition to the items noted above, the final report will address: (1) outcomes achieved; (2) stated measurable objectives and performance measures against actual project achievements; (3) College actions in response to any objectives remaining incomplete; (4) a discussion of how the Title V project has moved the College toward self-sufficiency. In addition, the final summative evaluation will discuss measures for continuing data collection to sustain and enhance improvements institutionalized as a result of project.

GPRA Indicators. The Government Performance and Results Act of 1993 (GPRA) was designed to assure effective administration of Federal funds. The College’s evaluation plan will ensure program compliance with Federal legislation. The overall objectives and annual activity objectives described in this plan directly align with the Strengthening Institutions Program Performance Plan, in that this Activity is designed to increase both enrollment and persistence.

G. BUDGET NARRATIVE/JUSTIFICATION

Rio Hondo College’s Title V Budget has been carefully developed to support the project objectives and use Federal funds in a way that will strengthen the institution. Budget decisions were based upon the College’s fiscal policies, reasonable costs for accomplishing each strategy, and allowable costs within the Federal guidelines. The following table details each cost, including a year-by-year summary for each budget category.

Table 18. Budget Justification - Instructional Development and Educational Assessment for Student Success (IDEAS)

BUDGET JUSTIFICATION: U.S. Department of Education Funds		
BUDGET CATEGORY	BUDGET YEAR / YEARLY & CATEGORY SUBTOTALS	
1. PERSONNEL: All salaries and wages as per Rio Hondo College salary schedules; 1.03% COLA included in Years 2-5. No COLA is allowed this year and potentially for several years, but if reinstated, it can be paid.		
<u>Title V Project Director – 1.00 FTE:</u> 100% x 12 months x 5 years. This position will spend 100% time on the Title V Project. Base salary = \$104,421. The Project Director is responsible for regulatory compliance in all aspects of the project. This person will be responsible for the: day-to-day institutionalization of successful project components; supervision and evaluation of project staff; communication of expectations and timelines; quarterly reports to the Title V Advisory Team; annual reports to the U.S. Department of Education; liaison with the U.S. Department of Education project office; approve and monitor all budget expenditures; perform both formative and summative assessments of project activities and outcomes. The Project Director will have administrative authority over the Institutional Learning Assistant for all tasks and budgets that support the accomplishment of the Title V Activity.	Year 1 Year 2 Year 3 Year 4 <u>Year 5</u> Total	104,421 107,554 110,780 114,104 <u>117,527</u> 554,386
<u>Instructional Learning Assistant – 1.0 FTE:</u> This position has two-fold importance within the spectrum of grant proposal activities. Under the direction of the Project Director, he assists instructors in the planning, organization, preparation and presentation of classroom materials, their involvement with Gateway tutors and FYE Students. In addition he will perform duties related to coordination of the tutorial and student strategies programs and work extensively with Learning Assistance Center and tutorial labs staff as well as monitoring all tutoring labs where new computer components are utilized.	Year 1 Year 2 Year 3 Year 4 <u>Year 5</u> Total	40,104 41,307 42,546 43,823 <u>45,137</u> 212,917
<u>Faculty Development Coordinator – .5 FTE:</u> Experience should include curriculum development, time on the Academic Senate Executive committee and the Planning and Fiscal Council, coordination of Early Intervention program, co-chairing Accreditation Response, Leadership Academy development committees and the ability to organize facilitation of numerous	Year 1 Year 2 Year 3 Year 4 <u>Year 5</u>	52,210 53,777 55,390 57,052 <u>58,763</u>

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

campus workshops, seminars and retreats. Faculty status with Master's Degree desired.	Total	277,192
Faculty Development Assistant – 1.00 FTE: Duties include providing all manner of support for Staff Development and FLEX (staff and faculty development) activities including coordinating clerical aspects of two campus professional development days each year, the inputting and documentation of FLEX obligation reports for full and part-time faculty. Useful if this position serves on campus committees such as the Staff Development, Leadership Academy Development and Latina Leadership Network committees.	Year 1	36,896
	Year 2	38,003
	Year 3	39,143
	Year 4	40,317
	<u>Year 5</u>	<u>41,526</u>
	Total	168,989
Transfer/Articulation Officer – 1.00 FTE: Current position held at 50% level by faculty counselor. Under the direction of the Transfer Center Coordinator, this person serves as the primary technical and resource person for the Transfer Center as well as using the extra time to reach further into the California Community College ASSIST program to find new pathways to four year colleges due to restrictions placed on student transfer from two-year colleges last year by the state universities.	Year 1	42,500
	Year 2	43,775
	Year 3	45,088
	Year 4	46,441
	<u>Year 5</u>	<u>47,834</u>
	Total	225,638
Research Assistant – 1.00 FTE: This person assists in the design, implementation, analysis and report preparation required for all Title V activities. The selected candidate will be responsible for developing, publishing and disseminating and speaking cogently about results of the student success strategies and faculty development, including articulation/transfer, accreditation, and assessment. The Research Assistant will respond to grant progress toward increase in student success, retention, persistence, graduation and transfer as well as faculty utilization of technology in the classroom and course outline changes detailing learning outcomes and assessments of student learning.	Year 1	22,130
	Year 2	22,793
	Year 3	35,216
	Year 4	36,272
	<u>Year 5</u>	<u>49,814</u>
	Total	166,225
Summer/Spring Bridge Coordinators – (2) .25 FTE Positions: Part time counselors hired for additional three months per year to market, receive application, and organize activities for a Spring Bridge program of 100 students each using faculty and staff to assess, counsel, and support their college education.	Year 1	26,686
	Year 2	27,486
	Year 3	28,310
	Year 4	29,160
	<u>Year 5</u>	<u>30,034</u>
	Total	141,676
Instructional Designer - .20 FTE Dave Dawson is an animation specialist and has finished his first year at Rio Hondo College in the Performing and Visual Arts department. He specializes in teaching Animation, and will dedicate part of his next five years assisting faculty to use new technology, multimedia options, and assessment factors to measure student learning.	Year 1	15,060
	Year 2	15,512
	Year 3	15,978
	Year 4	16,457
	<u>Year 5</u>	<u>16,951</u>
	Total	79,958
Accounting Technician - .10 FTE Under the direction of the Project Director this accountant performs and coordinates a variety of complex and technical work involved in the receipt and disbursement of funds and budget control. She processes, analyzes and reconciles finances for special projects such as grants and other programs. She will monitor funds and accounts with them and provide a variety of internal and external reports for both the campus and the grant funding agent.	Year 1	6,009
	Year 2	6,189
	Year 3	6,374
	Year 4	6,566
	<u>Year 5</u>	<u>6,763</u>
	Total	31,901

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

TOTAL PERSONNEL:							
	Year 1	Year 2	Year 3	Year 4	Year 5		
Total	\$340,007	\$350,207	\$372,451	\$383,626	\$407,586	Total	1,853,877
2. FRINGE BENEFITS: Fringe benefits are comprised of 19% payroll taxes and 15% for health benefits						Year 1	117,645
						Year 2	121,175
						Year 3	128,802
						Year 4	132,664
						<u>Year 5</u>	<u>140,879</u>
						Total	641,165
TOTAL FRINGE							641,165
3. TRAVEL: air, hotel, conf fees, per diem, ground trans, etc.						Year 1	6,000
Title V Annual Workshop: @ \$1,520 each x 2 attendees includes airfare, lodging, ground transportation and per diem. Years 1-5. (Includes 10% annual airfare increase). Yr 1 = \$3,040; Yr 2 = \$3,344; Yr 3 = \$3,678; Yr 4 = \$4,046; Yr 5 = \$4,451.						Year 2	6,000
						Year 3	6,000
						Year 4	6,000
						<u>Year 5</u>	<u>6,000</u>
						Total	30,000
TOTAL TRAVEL							30,000
4. EQUIPMENT: (\$5,000 or More) No equipment above \$5,000 will be purchased.						Year 1	0
						Year 2	0
						Year 3	0
						Year 4	0
						<u>Year 5</u>	<u>0</u>
						Total	0
TOTAL EQUIPMENT							0
5. SUPPLIES						Year 1	131,395
Computers, Workstations, Data Projector/Screen, <i>Mathematica</i> Software, Instructor Software, Research Software, Online Student Tutoring Software, Faculty Development Materials, Student Success Materials, Faculty Development Material						Year 2	115,300
						Year 3	92,800
						Year 4	70,050
						<u>Year 5</u>	<u>37,050</u>
						Total	447,595
TOTAL SUPPLIES							447,595
6. CONTRACTUAL - (agreements w/ colleges, business)						Year 1	10,900
- Hourly Information Technology Technician						Year 2	10,900
- Student Services Trainer						Year 3	8,900
- Transfer Center Trainer						Year 4	6,900
						<u>Year 5</u>	<u>3,900</u>
						Total	41,500
TOTAL CONTRACTUAL							41,500
7. CONSTRUCTION - Construction required repairing electrical wiring in older building housing Math Tutoring Center.						Year 1	10,000
						Year 2	0
						Year 3	0
						Year 4	0
						<u>Year 5</u>	<u>0</u>
						Total	10,000
TOTAL CONSTRUCTION							10,000

*Instructional Development and Educational Assessment for Student Success (IDEAS)
Rio Hondo College, Whittier, CA – Title V Application Narrative*

8. OTHER - SLO Workshop Presenter, Outside Experts Basic Skills, Outside Experts Instructional Technician, Faculty Stipends	Year 1	22,000					
	Year 2	22,000					
	Year 3	27,000					
	Year 4	42,000					
	<u>Year 5</u>	<u>47,000</u>					
	Total	160,000					
TOTAL OTHER		160,000					
9. TOTAL DIRECT COSTS (Lines 1 – 8)							
	Year 1	Year 2	Year 3	Year 4	Year 5		
Total	\$643,956	\$632,771	\$642,327	\$647,806	\$649,178	Total	3,216,038