

College Readiness Workgroup  
Basic Skills Pathway  
Five-Year Implementation Plan

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## I. Introduction

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

is to substantively and quantitatively improve the way RCC engages its Basic Skills population in order to reduce remediation time to one year, close equity gaps, and increase rates of retention, persistence, and success along with the number of students served.

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

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

## II. Near-Term Priorities

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

## 1. Basic Skills Engagement Center

Tentatively named the Center for College Readiness (CCR), this space would serve as an informational clearing house for all aspects of the college experience from pre-enrollment through matriculation into college-level coursework. Moreover, it would be a place where orientations, presentations, and faculty counseling could be deployed. In short, the CRW imagines a physical space in which a historically marginalized student population can be made to feel a part of the college.



Engage in data collection

Year 35 (Estimated Costs: \$ )

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

### 5. Supplemental Instruction for Basic Skills Courses

Only 15% of courses currently supported by Supplemental Instruction are Basic Skills courses. For at-risk populations, the benefits of providing SI are potentially legion.

Year 1

Research benefits of SI for the Basic Skills population  
Compare supported Basic Skills courses compare to those without

Year 2

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

Year 35

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

## III. Pre-Enrollment Outreach and Support

### High School Collaboration

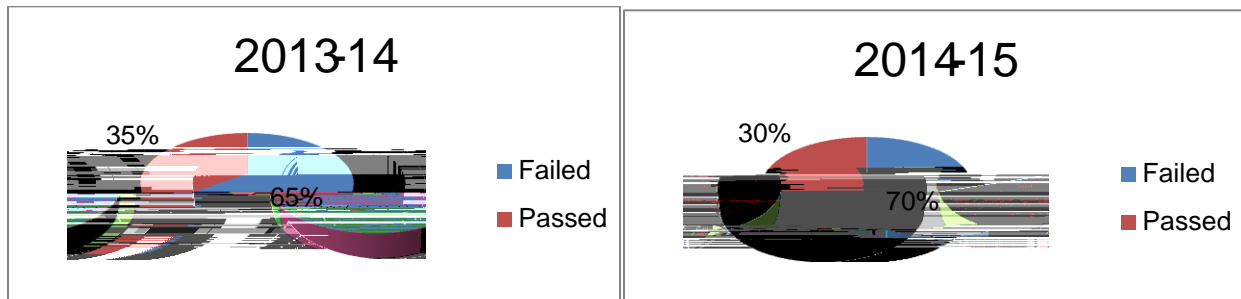
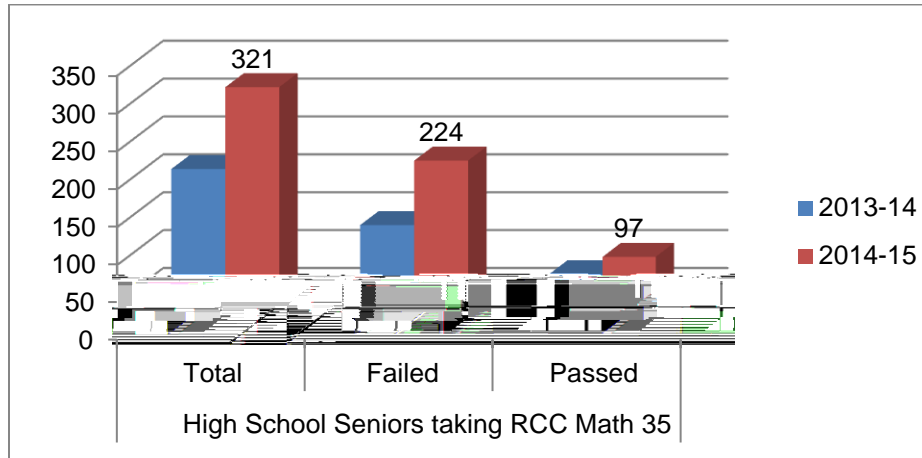
RCC has established important relationships with local high school districts to help students move efficiently through a college pathway to a certificate or transfer to a four-year institution. The current Master Plan indicates a desire to strengthen and expand upon existing collaborative efforts. In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

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



Math

University of the Rockies (UR) and the Unified School District (AUSD) taking the intermediate algebra course (Math 35). The participating high schools include John W. North, Ramona, Arlington, Martin Luther King, and Poly from RUSD and La Sierra and Norte Vista from AUSD.



High School Seniors taking RCC Math 35

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

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

Activity: Scaling up the Algebra Program  
 Timeline: Ongoing



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

Adult Education Collaboration

Another point of origin for community college students are local area adult schools (RAS). Although informal articulation has occurred, RCC should provide a clear pathway for students completing ESL at





placement. o '8h' t English and Math courses is an example of one of these multiple measures.

Activity: Pilot the Multiple Measures Assessment and Placement

Timeline: Summer 2017

#### PostAssessment, PrEnrollment Engagement

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

Faculty Advising (from the English, Reading, ESL, and Math Disciplines) for Basic Skills students to ensure logical course loads and progression that will offer the best opportunity for retention, persistence, and success. Too often Basic Skills students select schedules that facilitate

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

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#### Riverside City College Pathways Model

to progress students from below college level to college level in one year, to an AA/AS Degree in two years, and to a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. Workgroups have been established for each of these three components. As RCC has reviewed

how best to continue implementing this 1 + 2 + 2 model

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

### A Case for Basic Skills

Roughly half (and frequently a majority) of incoming students test two or three levels below college in both English and Math. The most recent data show this trend continues unabated. A striking 82.2% of incoming students are placed into pre-collegiate coursework in English and 95% into pre-collegiate math (see tables on page 5 above). Of these students, 51.2% in English and 49.1% in math tested two or three levels below college level (the overwhelming majority were three or more levels below). The administration has made clear it wants to focus on students who can remediate in one year, but this strategy marginalizes half of our incoming student population. The CRW encourages the college to develop a striking 55.16.5 5(th Eng)5(II c)10(ess )-4(p)14(o)-5(in)5(ts )-4(tha)13(t )-3(ad)4(d)3(ress)9( t)

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

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

• Student Engagement & Advising Opportunities for Basic Skills Students

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

Year of Request 2016- 2017

Resource Category Capital Outlay (Physical Resources)

Projected Cost 0

Disciplines / Departments sharing Cost of Resource Math, English, ESL, and Reading.

Acceleration Models

Accelerated courses are one of the three high impact practices identified by California Community College Research Center. The success of accelerated courses. The CRW will create a Faculty Group to identify and share the research and recommendations with Math and English.

Activity: Faculty Group to identify and share research on acceleration courses

Timeline: Fall 2016 with discussion in Spring 2017 for potential additional implementation in 2017/2018

## Jump Start

and reading to first or more levels in math and/or English from where they initially tested when enrolling at RCC.

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

The success rates of these students were not as high as hoped. The CRW is working with faculty and the goal of increasing the student success rate. Part of this revision includes assessment and placement reform and switching back to a four-week term to begin in the first week of summer break (in order to meet the deadline for priority registration). This summer program is an important initiative for the college and part of the 1+2+2

Math is underway with developing two courses, Math 81: JumpStart for Elementary Algebra and Math 82: JumpStart for Intermediate Algebra, to provide acceleration through developmental mathematics of students by the third year of implementation.

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





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

Table 8. Comparison of Fall 2012 All ESL Student Performance on the V8-1A by Spring 2015

Fall 2012 ESL54 Student	Passed ESL54 in FA12	Passed ESL54 in SP15	Enrolled in ESL 55 by SP15
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### English 60 to Replace English-60 and 60B

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

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

Implementation Timeline: Fall 2017 onward

### Reading 90

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

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

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

### Math 34

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

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

Activity:

Timeline:

Year One

Year Two

YearThree

Year Four



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

Activity:

Timeline:

#### Writing and Reading Center (WRC)

The English discipline is in earnest need of fiscal support. WRC Initiative for Embedded Tutoring in English Classes is a promising, proven, high impact process that represents a proactive approach to student success because it provides intrusive student support integrated with course instruction. The

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

Math Learning Center (MLC)

There is a compelling need for greater space allocation to the MLC. Math cannot provide adequate support to the numbers of Basic Skills students who would benefit from intervention. Equally





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

Activity:  
Timeline:

#### Equity Gaps in Basic Skills English Courses

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

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

Activity:  
Timeline:

#### Multi-lingual Educational Advisor

As an Hispanic Serving Institution, RCC needs a multi-lingual educational advisor who will help coordinate our unprepared and underprepared students through the Basic Skills Engagement Center to make sure they will have the support, guidance, and information they need to stay on track to complete their remediation coursework in a timely manner. Creating the position will help reduce the severe equity/proportionality gap in our basic skills students, particularly for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic/Latino youth students, as well as Students with Disabilities. The educational advisor will directly impact the multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 60 credits," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students describe themselves as "first-time," "at-risk"--test into our basic skills courses and need the college's academic support, and the educational advisor will provide some of that support. As well, this position fits within the Student Equity Plan's call for "instructional support services that do not generate FTES."

Year of Request 2019 2020

Resource Category Human Resources Classified Staffing

Projected Cost : \$6819

Disciplines / Departments sharing Cost of Resource English, Reading, Math, and ESL.

Funding for PartTime Faculty Training and FLEX Training for Fulltime faculty

This initiative requires a large scale effort on the part of faculty to implement, assess, and revise the Basic Skills Faculty Advising Program. In order to meet the needs of our basic skills students especially to reduce the substantial equity/proportionality gaps that exist for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities our part-time faculty must have substantial and sustained training in faculty advising for unprepared and underprepared students. Additionally, this resource request will directly address the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first

Activity:  
Timeline:

ESL would also like to have early identification of goals and contextualize teaching by providing ESL  
#u-  
semester of instruction.

Activity:  
Timeline:

### References

Bailey, T.R.; Smith Jagers, S.; and Jenkins, D. (2015). *Journal of Applied Linguistics*.  
Harvard University Press.

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