I. Overall Summary of Progress and Major Accomplishments

The Rio Salado Student Success Committee comprised of faculty, administrators and staff met frequently during the academic year 2010-2011 to monitor the progress of the Student Success Pilot Project (SSPP). To move efforts along, meetings were held with faculty chairs from academic disciplines to support and facilitate the SSPP goals and objectives. The SSPP results have impacted the way the College views the importance of student success and identified specific strategies that need to be created and supported. The following outcomes were achieved:

A. Math Success Award
   
   In late October 2010, Rio Salado College began the Math Success Award. Students who place into MAT 092 (Introductory Algebra) always have the option of taking the course as it is. However, for those who feel they could use some additional help in getting through MAT 092, we have developed the Math Success Award, which enables students to pair their MAT 092 class with either CPD 115 (Creating College Success) or CPD 150 (Strategies for College). In addition to improving student success, this option also provides for a tuition credit that can be applied to the 100 level math classes that they enroll in next.

   The Math Success Award program has had a slow beginning. There were 6 students enrolled in the paired sections during the remaining fall 2010 semester. Out of the 6, 1 was successful. Spring 2011 had a greater number of enrollments into the pairing, 34. 17 of those 34 were still active and working in their courses at the close of the spring semester. Of the 17 students who completed, 5 were successful (29%), 11 unsuccessful (65%), and 1 withdrew (6%).

   Exit surveys are being created to gather student and adjunct faculty comments and thoughts on the program and how to improve it.

B. MAT/CPD Intervention
   
   At the end of October, 2010 we began an intervention program aimed at students enrolling into a math course they had been unsuccessful at three times previously. Identified students would be dropped from the course, contacted by the Outreach Center and required to take CPD115/150 prior to being allowed to enroll in the particular course a fourth time. As of spring, 2011, 18 students were dropped. 3 students had completed the CPD course, 3 students were enrolled in one of the CPD courses, 2 students chose to enroll into a prerequisite course, and 1 student was dropped from MAT092 and chose to enroll into MAT102.
C. Intelligent Math Tutoring

Spring 2011 began the planning process of the pilot program Intelligent Math Tutoring. This program is a collaborative research project between ASU and Rio Salado College. It is an experimental, pretest-posttest design research study in which students who place into MAT092 but believe they have greater math aptitude have the opportunity to enroll in MAT298AA - Intelligent Math Tutoring. This is a one-credit, pass-fail course that will provide a minimum of 45 hours of mathematics tutoring to refresh their mathematics knowledge. Upon course completion, students will retake the Accuplacer test so that they can try to place into MAT 122 (Intermediate Algebra) or MAT 142 (College Mathematics). Successful completers will also receive a stipend to cover the cost of this one-credit course.

D. RioPASS

From January 10 through June 30, 2011, Rio Salado worked on redeveloping a program entitled Rio’s Pathways for Achieving Student Success (RioPASS). The program is designed to create a pathway toward more students completing their AA Degree. The characteristics include paired classes provided in an online and cohort fashion with some integrated assignments shared between two classes for eight week periods. All classes that the student will be taking throughout the entire program are mapped out clearly with start dates and end dates. The first pair of classes will begin on August 22, 2011 and the cohort students will move through the program through to graduation in May, 2013.

It’s believed that the unique features of the program will promote completion of degrees for several reasons.

*Students will have the opportunity to interact with a cohort; cohorts push and support one another allowing mutual reinforcement.

*RioPASS begins with a required student success orientation that includes ongoing counseling and advising capability.

*The clear educational path for the entire degree with a set structure will allow the student to know his/her whole plan at the beginning of the process making “completing” easier and more likely.

*The short duration of 8 weeks with two paired classes at a time will enable students to focus on fewer subjects at once.

*The online model enables flexibility so that students can participate while working around work and family obligations.

*Goals are provided for the entire program.
II. Prescribed Activities: A brief description of your college's progress and accomplishments, specific to these prescribed SSPP activities:

A. Academic Advising – Rio Salado advisors and students use a dynamic web-based database called the Electronic Student File (ESF) system to create individualized check sheets, contact notes, and program plans for students. ESF helps students keep track of their academic progress, check the status of their transcripts, and contact their assigned advisor. It is a secure student record, and available online 24/7 with a valid username and password. It was used for many academic and occupational programs and was enhanced to better integrate with other data systems and to collect additional student goal information during 2010-2011.

B. Course Placement for Developmental Students -A team of bi-lingual Spanish/English speaking employees was established to assist students during the advisement and registration process. Like other programs serving similar student populations at Rio Salado (Community Education for Spanish Speaking Students, Rio’s Puente Program, Adult ACE, and Transition), this team of ESL experts works directly with students to ease and eliminate any barriers faced during the registration process.

Rio Salado offers at-risk, financially disadvantaged and/or first generation college students the ability to complete their GED and make a smooth transition to higher education through the Adult ACE (Achieving a College Education) program. This scholarship-based college preparation program is for adults, 16-years-of-age or older, and is a service of the ABE Transition Program.

Rio Salado focused on providing Adult Basic Education, continuing education and lifelong learning opportunities to the communities served. Through the Adult ACE program, the goal is to encourage developmental students to obtain an associate’s degree and beyond in alignment with the national completion agenda. This 18-month program provides the aptitude, confidence and educational foundation needed to become a college graduate.

Additionally, the ACE Puente Program assists at-risk high-school students in getting a head start on college. ACE stands for Achieving a College Education. ACE Puente participants are recruited in their sophomore year of high school. Students take hybrid and online college courses while in their junior and senior years, allowing them to graduate with up to twenty-four college credits.

Adult ACE and ACE-Puente continue to be developed.

Adult ACE ran six new cohorts and two continuing cohorts in 2010-2011. The program served 110 students in 2010-2011; 24 students completed the program and 76 new students enrolled. 69 of those new students persisted into their second semester. Adult
ACE now has a presence at all of the major Rio Salado learning centers and is an important part of the development of learning communities across Maricopa. In 2010-11, Adult ACE classes ran at the Surprise Lifelong Learning Center, the Avondale Southwest Learning Center, the downtown 7th Ave Adult Learning Center, the main campus in Tempe, and Rio East Valley. Adult ACE also formed a new partnership with the Gila River Indian Community for the 2011-2012 school year and has enrolled 26 students for summer 1 2011. In fall, 2011 the program will also have a presence at Rio’s new Northern location. The sister program to Adult ACE, Transition, continues to serve approximately 350 students a year, channeling approximately 150 new students into our sister colleges.

C. New Student Orientation – The new student orientation is available through the Quick Start public webpage and in the Rio Lounge, a social networking site that students have access to once they are registered for classes. Students are able to participate in academic and social engagement activities such as chat with fellow students, faculty and staff, learn about Rio Salado news and activities, participate in education and activity groups, establish personal and educational goals, buy and sell items, and begin to connect to the Rio Salado College experience. Rio Lounge students are also introduced to the many student services that Rio provides, such as, academic advisement, career counseling, tutoring, financial aid, and helpdesks within Rio Lounge. In order to help determine the overall impact of RioLounge on online student success, data was collected to determine the attrition and retention between RioLounge and non-RioLounge students. Online students who registered for RioLounge were compared against online students who did not register for RioLounge. The data covers Fiscal Year 2010-2011 and includes students in internet courses.

RioLounge Attrition and Retention Report (FY10-11)

- A total of 7,900 (as of 6/27/11) students registered for RioLounge and enrolled in an online course during FY 2011.

- RioLounge students had a lower initial attrition rate and a greater retention rate than online students who did not register for RioLounge.

- RioLounge students had an initial attrition rate of 39.89%, which is more than eleven points lower than the initial attrition rate of non-RioLounge students (51.21%).

- RioLounge students had an overall retention rate (90.06%) that was nearly three points higher than the retention rate of non-RioLounge students (87.43%)
D. Creative Job Hunting - CPD 102AC (New Course)

Counseling & Personal Development assists students in gaining skills and confidence necessary to compete in the job market. Emphasis on job search techniques and strategies, resume and cover letter writing, interviewing skills and professional etiquette. Prerequisites: None.

This 8-week, 2-credit class will help students put together a comprehensive job search plan. They will learn how to use LinkedIn, Facebook, and Twitter to find job leads. Students will discover tips for staying motivated and dealing with stress. A variety of job-seeking resources will be covered. Students will also learn how to prepare and practice for an interview and develop a resume that is focused on their job target.

E. Student Success Course (CPD115 or CPD150)

The creation of the CPD courses into various formats has been a major accomplishment at Rio. Rio is looking at specific programs in which to include CPD classes as requirements and has used them as very successful interventions for students with repeated failures in courses. CPD 150 is paired with ENG 101 in the RioPASS program for fall, 2011. For Biology, where many students repeat courses, the intervention has been 100% successful to date.

Specific courses identified with promoting student success (CPD115, CPD150) were examined and created to meet perceived needs. CPD150 and CPD 150 are available in-person; CPD115 was placed online in July 2009.
CPD 150 was placed online in January 2010. The hybrid versions of CPD150 were made available in May 2010.

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III. Support Activities

A brief description of your college's progress and accomplishments, specific to activities that support the SSPP:

A. Marketing related to the SSPP- Utilization of the Rio’s CRM (Customer Relations Management system allowed for early contact and tracking of student progress and status as they enrolled for courses during academic year 2010-2011.

B. Faculty and Staff Development, including Adjunct Faculty – The Faculty are energetic and engaged participants in the design and implementation of the Predictive Modeling for student success initiative. Both Residential Faculty and visiting staff participate in District and national workshops and conferences related to student success. At our fall and Spring All Faculty Meetings, the student success initiatives are discussed during the “discipline dialogues” to clarify college efforts. Additionally, guest speakers are continually invited to address student success strategies.

C. English/English Humanities/ Reading Student Success Report 10/11

Developmental and ESL courses continue to be supported by the college. Because of the student population targeted to participate in ESL Online, there are student needs...
that require a creative recruitment and retention approach. To that end, the faculty chair and representatives from Student Enrollment Services collaborate to address some of the more pressing challenges facing this population.

One modification made in spring and summer 2011 includes using personalized videos and offering online office hours. Those faculty and students involved in the pilot will be asked to report on student use of these resources. In addition, ENG081 and ENH091 online courses have been modified for the developmental student. One of our Residential Faculty members attended the Maricopa Summer Institute for Developmental Education during summer 2010 and was able to revise these courses based on the knowledge gleaned from this institute. Modifications were made in terms of helping with the navigation of the courses and integrating additional video and other multi-media to assist student understanding. Games and practice exercises were also added to the content to assist with student engagement and learning.

D. Quality Matters - during the 20010/11 year, Rio’s ENG 102 course went through a rigorous review of its content using the Quality Matters rubric. Quality Matters is a national initiative which focuses on best practices of online course design. The Quality Matters’ rubric has eight quality standards and 40 subcategories that help evaluate the effectiveness of online course materials. Many changes and improvements were made to ENG102 upon this review that will help facilitate student achievement. An official Quality Matters review by a team of certified QM reviewers and an external master reviewer was completed in fall 2010. In 2011, the faculty chair completed QM certification and is presently certified as a course reviewer. ENG101 and ENG102, both of which have attained QM certification in previous semesters are presently being updated for a new textbook and to fit a 21st century literacies model reflecting the best practices as described in research by the NCTE and the CCCC. Both courses will be internally designed in relation to the QM rubric and will be formally assessed once they have run for one year.

E. Writing Interventions - As part of Rio Salado’s writing assessment initiative, our writing assessment coordinator worked with two other writing experts at the college to provide help for courses needing writing interventions across the curriculum. Writing interventions have been added to add courses and some—more generic in nature—are housed on the Online Writing Lab for all students to access. Specifically, the following writing interventions have been created and have been added to our Online Writing Lab and several courses: Planning Your Paper, Organized Writing, Strengthening Your Paragraphs, and Avoiding Fragments.

Here are the 2010-2011 results based on the interventions of 2009-2010:

CIS105 (computer class). After the writing intervention, approximately 83% of students scored at or above college level reflecting a 12% increase in student performance. The department intends to use the same intervention for all of its courses.
CFS176 (education class). After the writing intervention, there was a minimal increase in student performance—not significant.

DHE212 (dental hygiene). The intervention increased the student performance by 35%!

LET286 (law enforcement technology). There was a 10% increase in student performance after the intervention.

F. Reading Interventions--As part of Rio Salado’s reading assessment initiative, a RioLog Grant was approved to help fund reading assessment efforts. Focusing initially on reading comprehension (a category showing a downward trend on the college-wide assessment, our writing assessment coordinator worked with two other reading experts at the college to provide help for courses needing reading interventions across the curriculum. Reading interventions are planned for the following courses: BIO156, CIS105, CPD150, ELN101, ENG101, FON241, GBS151, GPH111, HCC130, HIS101, IFS101, PAR222, PHI1101, and SLC201.

G. Adjunct Faculty Development—An Adjunct Faculty Development course (AFD 205) is now required for all English adjunct faculty. This course, geared to help with online research, is designed to provide specific techniques and strategies for conducting online research in the 21st Century. Instructors will learn to explore library resources, as well as advanced Web searching skills. Completion of this course will enable instructors to better assist students in researching techniques.

H. Research Readiness Self-Assessment Report (RRSA)—The RRSA is an online assessment tool that was designed to measure “electronic information competencies, both general and specific”. The RSSA was administered online during the fall 2010 and spring 2011 semesters to Dual Enrollment students at Sandra Day O’Connor High School. Results indicate that students improved their scores for each skill set examined. The Obtaining Information skills set improved by 7.20%. The Evaluating Information skill set increased by 2.83%. Understanding of Plagiarism increased by 9.21%. Overall, 18 students (23.38%) scored at or above college level, with college level being defined as 70% or better. This was an increase from fall 2010 when only three students (3.37%) scored at or above college level. Note: the entire report is attached for additional information.

I. ENG 102 interventions-Baseline data were established via a College-wide instrument (Research Readiness Self-Assessment—RRSA) showing that student levels in the Information Literacy skills of Obtaining and Evaluating information are below College level. In this course, the plan will include strategies to improve students’ skills in both areas. Plan: In Lesson 7 of the ENG102 redevelopment, tentatively titled “Taming the Wild, Wild Web,” students will be introduced to a number of Information Literacy and advanced search concepts that will assist them in their research efforts. The introductory section of the “Instruction” section will serve to reinforce the idea that
students must be prepared to scrutinize Web content to a greater degree than library materials. The Checklist for Evaluating Web Resources and the instructional video “Credible Websites?” will be added as supplementary material in this section. In the remainder of lesson 7, students will also be introduced to Boolean logic, advanced search shortcuts (e.g., domain and in-title searching), and Control F, which is an invaluable tool students can use to locate a desired word or phrase in a long Web document or PDF. These interventions will be put in place to help ensure student success (with respect to general research) in ENG102 and beyond.

J. Open texts: In the spring and summer of 2011, the faculty chair and a team from instructional development services worked with Flat World Knowledge to provide an open source textbook for ENG101 and ENG102. Under Flat World’s program, an online text (in either hyperlinked or .pdf format) will be available to all students for no cost. Similarly, accessible text versions for the disabled are provided with no cost. Students can opt to purchase a low-cost printed text, an audio text, or Kindle and iOS compatible texts, depending on their learning needs. The text is presently being customized and will be launched with a revised version of ENG102 in the fall of 2011. The text will be introduced in ENG101 in the spring of 2012. ENH241 will debut the use of open resources in the fall of 2011, eliminating the textbook for students. Similar initiatives are being considered for additional ENG and ENH classes.

K. 102 Pilot: Currently, we are working on a template will be piloted fall 2011 that will change the lesson format for ENG102. This pilot will use an objective centered model (where lesson objectives are linked to course content and map back to course competencies) and a cleaner web design based on horizontal navigation instead of vertical orientation. It will enable enhanced content, including the integration of web 2.0 tools and API gadgets that relate to the content and expand classroom activities. Further, additional “checks” will be designed to help gauge mastery of lesson objectives. Results will be available11/12.

L. The Incarcerated Re-Entry’s Workforce Development (WFD) programs at ASPC-Lewis and Perryville provide valuable training in real-world marketable skills. However, the student’s true success is their gain in confidence, self-esteem, and knowledge based on “student-directed” teaching along with the development of positive relationships between the instructor and student. During FY2010-2011, the WFD program had an unduplicated enrollment of approximately 1,600 students and awarded 527 District Certificates of Completion in various disciplines. In addition, student interests in distance learning opportunities and enrollment continues to increase in Arizona correctional facilities through improved communications, student tracking, and support processes during FY2010-2011. Rio has awarded of 28 District Certificates of Completion and 36 students earning associate degrees. A special note for FY2011 is that some distance learning students continued their education following release and were awarded a district certificate of completion and/or an associate’s degree.
M. RioPACE (Rio Progress and Course Engagement formerly known as RioSTARS predictive model) embeds graphical at-risk indicators and student “diagnostic” information within the course roster in RioLearn. With this system, instructors see which students are struggling, or are predicted to struggle, and how students are coming along in terms of Log-in Activity, Site Engagement, and Pace. The at-risk indicator displays a current “warning level” for each student. A “High” warning level indicates that the system predicts the student as a low probability of success if his/her current trajectory is maintained. “Low” indicates a high probability of success and “Medium” indicates that the student is borderline. This is based on a thorough assessment of log-in activity, site engagement, pace, assignment grades, and current credit load.

The diagnostic output provides additional, more specific information to show how each student is coming along in the areas of log-in activity, site management, and pace compared to students who have previously succeeded in that course. A student’s log-in activity may be Excellent, Good, or Below Average. Their site engagement may be Excellent, Good, or Below Average. And their pace may be Working Ahead, Good Pace, or Falling Behind.

The output delivered by this system is driven by real data and statistics. In other words, it is non-arbitrary. Early Alert Programs – As Phase II of the Predictive Modeling for student success initiative, a new series of variables were identified and utilized to trigger early alerts with student enrollment services. In Phase I, the current phase of the program, early alerts are shared with the Faculty Chairs on the 8th day of class to implement interventions to increase student success. As the best practices are identified across disciplines and programs, specific systematic processes and procedures are put in place.

N. Institutional Research – Refer to RioPACE as an example of how Institutional Research is supporting the college’s progress and accomplishments.

O. Academic Support Services, i.e. LSC/LAC, Supplemental Instruction, etc. – The College utilizes a systems approach for students through the Instructional Helpdesk and Tutoring Services which include in-person, 24/7 online, telephone and email options.

IV. College Leadership for the SSPP: Has your college formed and utilized the following:

A. SSPP Steering Team? YES
   Meets at least monthly? YES

B. SSPP Operational (or Implementation) Team? YES
   Meets at least monthly? YES
V. Budget Status

A. What percent of the SSPP funds your college received from the District Office has been expended as of June 30, 2010? 100 %

B. Are your college's SSPP funding expenditures aligned with the expenditures that you identified in your funding proposal? YES, Fully Aligned

If "NO, partially aligned," please identify those unanticipated SSPP related activities that you are using SSPP funds to support.

VI. Major Opportunities and Challenges

Please describe the major opportunities and challenges that have emerged with respect to the SSPP.

Opportunities:
- Additional training of adjunct faculty.
- Revision of mathematics to include practice exams and more manageable assignments.
- Reinstating with revision Rio Pathways for Achieving Student Success (RioPASS) to provide a repackaging of existing courses, enabling increased retention and completion of degrees.
- MAT/CPD interventions along with intelligent math tutoring.
- Expansion of Adult Basic Education at additional locations.
- The creation of selected CPD courses into various formats and with links to other courses have been successful in meeting student needs.
- Modifications of writing and reading interventions should prove effective in enhancing student success.
- A rigorous review of Eng. 102 using the Quality Matters rubric has resulted in strategies to improve student skills

Challenges:
- Continue in developmental education including the development of on-line GED
- Making students comfortable and confident in taking online courses beyond the GED.
- Inspiring GED students to be self-motivated and to come to class consistently and prepared with the tools to succeed in learning.
- Getting post GED students to complete certificates and degrees and be ready for the job market.
- Student Tracking

VII. Your College's Suggestions for Improving the SSPP? None.