



San Bernardino

Valley College

Long-Term Goals for COMPASS Project



Spring 2014 to Spring 2015

May 30, 2014

Long-Term Goals for COMPASS Project—San Bernardino Valley College

Spring 2014 to Spring 2015

Purpose: The purpose of Learning COMPASS is to expand the support of and resources for faculty projects that enhance learning experiences for students. This program will continue to strengthen the academic culture of student centered-learning that already exists at SBVC, and will support programs that implement best practices by providing resources to learning communities and encouraging dialogues across disciplines. Learning COMPASS will coordinate activity among the learning communities in an effort to expand those services in support of the Student Success Initiative. Learning COMPASS will provide an umbrella for student success projects.

Mission: The primary mission of Learning COMPASS is to create a centralized program that brings faculty members from across the disciplines together to dialogue about teaching and learning and to provide support to faculty members who choose to participate in the learning communities and other programs supporting students' achievement of success.

Success Rates: There are a number of Learning communities that currently exist on campus that are included in this proposal: (a) Tumaini, (b) Puente, (c) accelerated learning, (d) linked classes, (e) Valley-Bound Commitment, (f) supplemental instruction. These learning communities have been shown to have positive impacts on student learning (see attached information re: success and retention rates).



Goal ID	Long-Term Goal
1	<p>Improve student success in individual courses: Objective 1.1 Increase the number of students involved in learning communities (see list of learning communities below) Objective 1.2 Increase the success rates of students who participate in learning communities Objective 1.3 Add sections in basic skill for students in learning communities Objective 1.4 Provide enhanced tutorial support (basic skills, CTE, and/or transfer) Objective 1.5 Provide professional development for faculty</p> <p><i>Learning communities addressed by the Compass Learning Program:</i> (1) Tumaini, (2) Puente, (3) Valley Bound Commitment, (4) Project ASSETS 5) Fast-Track accelerated courses.</p>
2	<p>Increase the number of students who persist to degrees, certificates, transfer Objective 2.1 Increase the number of students participating in linked courses (basic skills, CTE, and/or transfer) Objective 2.2 Increase the success rates in linked courses (balanced success rates for both courses in the pair) Objective 3.3 Increase the number of students who participate in accelerated courses (basic skills courses) Objective 3.4 Increase access to courses with supplemental Instructors (basic skills, transfer level courses, CTE) Objective 3.5 Provide professional development for supplemental instructors</p>
3	<p>Increase the success rates among first-year students Objective 3.1 Initiate the ASSETS Program Objective 3.2 Expand access to pre-assessment workshops Objective 3.3 Expand access to orientation Objective 3.4 Increase the number of students with complete Education Plans Objective 3.5 Expand partnerships with local feeder high schools</p>
4	<p>Offer a full-range of integrated educational and student support services. Objective 4.1 Coordinate counseling services for all learning communities Objective 4.2 Coordinate tutorial services and Supplemental Instructors for all learning communities Objective 4.3 Promote communication between faculty members in different departments (to facilitate successful linked courses and Fast-Track accelerated courses). Objective 4.4 Promote coordination between learning community coordinators, faculty, and library staff)</p> <p><i>Support services addressed by the Compass Learning Program:</i> (1) Tutorial Services, (3) Supplemental Instruction, (4) Counseling support, (4) Library support.</p> <p><i>Coordination of the Compass Learning Program:</i> Lead COMPASS and ASSETS faculty.</p>



Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Linked Courses: Courses have been paired in a variety of disciplines to provide students with learning communities that reinforce learning in both courses. Faculty in these communities work together to link the curriculum and to support the learning environment in each other's classes. In addition to the links made through Tumaini and Puente—which link content courses to Student Development courses, other classes have linked content areas: (a) English/Chemistry, (b) English/Spanish, (c) Auto/Reading, (d) Math/Water Supply Technology, (e) History/Philosophy, (f) English/Philosophy, (g) English/Religion. In most instances, both success and retention rates for the learning community cohorts exceed the college-wide rates.</p>	<p>Work with instructional faculty, counseling faculty, and Computing Services to address registration issues.</p>	<p>Fall 2014</p>	<p>1,2,4</p>	<ul style="list-style-type: none"> Meetings will occur with DCS that include faculty to address registration issues. Meetings will occur with counseling faculty to address registration/promotion process. Fewer students will identify problems with registration as reported in an end-of-the semester survey. 	<p>Compass Lead Instructor</p>
	<p>Hire adjunct Librarian (will assist in all COMPASS learning communities) and adjunct Counselor (will assist in all COMPASS learning communities except Puente and Tumaini).</p>	<p>Beginning in spring 2014 and ongoing through spring 2015</p>	<p>1,2,4</p>	<ul style="list-style-type: none"> Adjunct Librarian will be on staff by spring 2014. Adjunct Counselor will be on staff by spring 2014. Students will indicate on the end-of-the-year survey that their comfort level with accessing library resources and counseling services has increased as a result of working with the adjunct librarian and counselor. 	<p>COMPASS Lead Instructor</p>
	<p>Promote linked course learning community model to departments to renew interest and for scheduling in spring 2015.</p>	<p>Spring 2014, fall 2014</p>	<p>1,2,4</p>	<ul style="list-style-type: none"> Make presentations on the learning community model at departmental meetings. The topic will appear on departmental meeting agendas each semester. Faculty will report having greater awareness and increased understanding of the model 	<p>COMPASS Lead Instructor</p>
	<p>Vice President, Instruction</p>	<p>Vice President, Instruction</p>	<p>District Computing Services</p>	<p>District Computing Services</p>	<p>District Computing Services</p>
	<p>Vice President, Instruction</p>	<p>District Computing Services</p>	<p>District Computing Services</p>	<p>District Computing Services</p>	<p>District Computing Services</p>
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Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
Linked Courses (Cont.)	Advertise linked courses as a cohort in key campus offices and in the schedule.	Spring 2015	1,2,4	<ul style="list-style-type: none"> Courses will appear in the spring 2015 schedule as linked courses. Fewer students will report enrolling in the courses without understanding the complete nature of the courses. 	COMPASS Lead Instructor
					Vice President, Instruction
	Assist in coordinating Counselor and Librarian services to meet the needs of the faculty.	Spring 2014 and spring 2015	1,2,4	<ul style="list-style-type: none"> Hold regular meetings to plan and assess the coordination of efforts of counselors and library faculty/staff. Survey results will indicate a high level of satisfaction with the degree or coordination between instructors, counselors, and library support. Teaching faculty will report feeling more supported by counselors and library faculty/staff. 	COMPASS Lead Instructor
					Vice President, Instruction
	Work with Institutional Research to gather success/retention data.	Spring 2014 and spring 2015	1,2,4	<ul style="list-style-type: none"> The research office will produce reports each semester analyzing student success measures. Results will be presented and discussed with faculty and staff of the program. Data will be used to plan for a cycle of improvement. 	COMPASS Lead Instructor
					Office of Institutional Research
					Vice President, Instruction
	Collaborate with Professional Development to offered continued training to faculty.	Fall 2014 and spring 2015	1,2,4	<ul style="list-style-type: none"> Offer at least one professional development activity fall 2014 and spring 2015 to address program component needs. 	COMPASS Lead Instructor Professional
					Development Coordinator
					Vice President, Instruction
	Identify and provide academic support.	Spring 2014 and spring 2015	4	<ul style="list-style-type: none"> The need for academic support services will be discussed with faculty in the program and coordinated with existing services to plan for a cycle of improvement. 	COMPASS Lead Instructor
					Vice President, Instruction



Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Accelerated Learning: Because research shows that basic skills students have a greater chance of success in moving into college-level courses if they quickly complete the basic skills sequence, Math has offered cohorts of courses to do this. The Fast-Track Math Courses, which offer two basic skills Math classes together in one semester, have proved successful in both success and retention rates.</p>	Promote accelerated learning model to basic skills departments.	Spring 2014, fall 2014, and spring 2015	1, 2, 4	<ul style="list-style-type: none"> Make presentations on the accelerated learning model to departmental meetings. The topic will appear on departmental meeting agendas each semester. 	COMPASS Lead Instructor
					Vice President, Instruction
	Advertise accelerated courses as a cohort in key campus offices and in the schedule.	Fall 2014 and spring 2015	1, 2, 4	<ul style="list-style-type: none"> Courses will appear in the fall 2014 and spring 2015 schedules as linked courses. 	COMPASS Lead Instructor
					Vice President, Instruction
	Assist in coordinating Counselor and Librarian services to meet the needs of faculty.	Spring 2014, fall 2014, and spring 2015	1, 2, 4	<ul style="list-style-type: none"> Hold regular meetings to plan and assess the coordination of efforts of counselors and library faculty/staff. Survey results will indicate a high level of satisfaction with the degree coordination between instructors, counselors, and library support. Teaching faculty will report feeling more supported by counselors and library faculty/staff 	COMPASS Lead Instructor
					Vice President, Instruction
	Identify and provide academic support needs	Spring 2014, fall 2014, and spring 2015	4	<ul style="list-style-type: none"> The need for academic support services will be discussed with faculty in the program and coordinated with existing services to plan for a cycle of improvement. 	COMPASS Lead Instructor
					Vice President, Instruction
Collaborate with Professional Development to offer continued training to faculty.	Fall 2014 and spring 2015	1, 2, 4	<ul style="list-style-type: none"> Offer at least one professional development activity in fall 2014 and spring 2015 to address program component needs. 	COMPASS Lead Instructor	
				Professional Development Coordinator	
				Vice President, Instruction	
Offer an accelerated cohort in Math, Reading, ESL, and English.	Fall 2014 and spring 2015	1, 2, 4	<ul style="list-style-type: none"> Accelerated courses will appear in the fall 2014 and spring 2015 schedules as linked courses. At least one accelerated course will be offered in identified departments in fall 2014 and spring 2015. 	COMPASS Lead Instructor	
				Vice President, Instruction	

Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Supplemental Instruction: Supplemental instruction provides students with additional instruction that takes place outside of the classroom facilitated by peer leaders. Peer leaders (also referred to as supplemental instructors) are trained by lead faculty members in the disciplines to conduct workshops and provide one-on-one tutoring to students in identified courses. STEM courses currently participating in supplemental instruction include biology, chemistry, computer science, geography, math, and physics. At the end of fall 2013, a modified supplemental instruction cohort from across the disciplines was piloted to include Reading, English, Modern Languages, Music, and Automotive.</p>	Identify and furnish supplemental instruction space.	Spring 2014	4	<ul style="list-style-type: none"> Outcomes will be linked to data gathered from courses participating in supplemental instruction during fall 2014 and spring 2015. 	COMPASS Lead Instructor
					Vice President, Instruction
	Offer supplemental instruction across the disciplines cohorts.	Spring 2014 Fall 2014 Spring 2015	1, 2, 4	<ul style="list-style-type: none"> 14 sections will be offered in spring 2014 and increase to 15 in the fall 2014 and spring 2015 semesters. 	COMPASS Lead Instructor
					Vice President, Instruction
	Hire faculty mentors/support.	Spring 2014 Fall 2014 Spring 2015	1, 2, 4	<ul style="list-style-type: none"> Sections will be adequately staffed. 	COMPASS Lead Instructor
					Vice President, Instruction
	Establish system for scheduling/hiring faculty mentors/lead faculty/peer leaders. Address clerical needs for the process.	Spring 2014	1, 2, 4	<ul style="list-style-type: none"> A systematic protocol will be developed for hiring and presented to the committee by fall 2014. 	COMPASS Lead Instructor
					Vice President, Instruction
	Assist in coordinating Counselor and Librarian services to meet the needs of faculty.	Beginning in spring 2014 and ongoing through spring 2015	1, 2, 4	<ul style="list-style-type: none"> Hold regular meetings to plan and assess the coordination of efforts of counselors and library faculty/staff. Survey results will indicate a high level of satisfaction with the degree coordination between instructors, counselors, and library support. Teaching faculty will report feeling more supported by counselors and library faculty/staff. 	COMPASS Lead Instructor
					Vice President, Instruction

Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
Supplemental Instruction (Cont.)	Work with Institutional Researcher to gather success/retention data.	Spring 2014, fall 2014, spring 2015	1, 2, 4	<ul style="list-style-type: none"> The research office will produce reports each semester analyzing student success measures. Results will be presented and discussed with faculty and staff of the program. Data will be used to plan for a cycle of improvement. 	COMPASS Lead Instructor
					Office of Institutional Research
					Vice President, Instruction
	Identify and provide academic support needs.	Spring 2014, fall 2014, spring 2015	4	<ul style="list-style-type: none"> The need for academic support services will be discussed with faculty in the program and coordinated with existing services to plan for a cycle of improvement. 	COMPASS Lead Instructor
					Vice President of Instruction
	Collaborate with Professional Development to offered continued training to faculty	Fall 2014 and Spring 2015	4	<ul style="list-style-type: none"> Offer at least one professional development activity in fall 2014 and spring 2015 to address program component needs. 	COMPASS Lead Instructor
					Professional Development Coordinator
					Vice President, Instruction



Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Valley Bound: The Valley-Bound Commitment Program at San Bernardino Valley College has blossomed into an award-winning program that has led to greater levels of student success for hundreds of Inland Empire residents. Since its inception in 2008, participants in the Valley-Bound Commitment (VBC) have achieved higher grades than their peers, continue their education beyond their first year at a higher rate than typical students, and transferred to four-year colleges throughout California. The program is aimed at removing all economic barriers to the first year of college while providing critical guidance and support that is essential to a student's continued striving towards individual educational and career goals. The 2012/2013 Valley Bound cohort showed an increase in success and retention rates over the college-wide average. The success rate for the Valley Bound cohort was 73% and the retention rate was 94%—as compared to the college-wide averages of 69% success rate and 89% retention rate</p>	Register, assess and enroll approximately 200 students from feeder high schools June 2013.	June – July 2014	1 – 4	<ul style="list-style-type: none"> All new 200 participants will have been registered in learning community courses. Retain 90% of participants for the year. 	Program Coordinator; VPSS
	Train and grant Counselor Coordinator Datatel Access to register students in SDEV course.	May 2014	4	<ul style="list-style-type: none"> Students are registered in a stream line process 	A&R Director; VPSS
	Offer the same number of SDEV courses (5) to the general population as in Valley Bound	June 2015	1 - 4	<ul style="list-style-type: none"> General student population will register in the five SDEV courses. 	VPI & VPSS
	Establish baseline number for student participation in workshops.	Ongoing through June 2015	1 - 4	<ul style="list-style-type: none"> Anticipate 90% of student participation in workshops. 	Faculty presenters
	Develop a Student Ambassador Program with 15/200 Valley Bound Students.	Fall 2014	4	<ul style="list-style-type: none"> Completion of written program plan. 	Program Coordinator
	Increase the number of workshops (career/educational) that students participate in.	June 2015	4	<ul style="list-style-type: none"> Add two additional workshops the following year 	Program Coordinator & faculty team
	Increase the number of Valley Bound Students in EOPS (Fall 2013 compared to Fall 2014.	Fall 2014	1 - 4	<ul style="list-style-type: none"> 90% of the participants pending on the EOPS program guidelines 	Program Director
	Explore creating a Valley Bound First Year Experience Learning Cohort program with 6 cohorts.	Fall 2015	4	<ul style="list-style-type: none"> Coordinate efforts with Instruction to offer the 6 cohorts of FYE 	Program Director; VPI & VPSS

Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Puente: The mission of the Puente Project is to increase the number of educationally under-represented students who enroll in four-year colleges and universities to obtain their bachelor's degrees and return to the community as leaders and mentors of future generations. Students build confidence in their writing skills through an exploration of Mexican-American/ Latino literature. Puente is a successful statewide transfer program consisting of counseling, mentoring, and writing components. The 2012/2013 Puente cohort showed an increase in success and retention rates over the college-wide average. The success rate for the Puente cohort was 81% and the retention rate was 94%—as compared to the college-wide averages of 69% success rate and 89% retention rate.</p>	<p>Train and grant Counselor Coordinator DATATEL Access to register students in SDEV course and linked courses.</p>	<p>May 2014</p>	<p>4</p>	<ul style="list-style-type: none"> • Students are registered in a streamlined process. 	<p>A&R Dir. & VPSS</p>

Program Component: Linked Courses	Activity	Target Date(s) for completion	Associating Long-Term Goal	Measurable Outcomes	Responsible Person(s) Department(s)
<p>Tumaini: The Tumaini Program is a learning community designed to increase academic and personal success of students and to promote transfer to four-year colleges and universities. Tumaini targets students who are interested in learning about African-American history, literature, and culture. Tumaini instructors and counselors use collaborative and other community building strategies to enhance students' learning potential in and out of the classroom. Tumaini combines elements of counseling with courses (English, Math) to assist students with adapting to the rigors of college life. The 2012/13 Tumaini cohort had a 74% success rate and a 92% retention rate. These rates were above the campus-wide rates which were 69% success rate and 89% retention rate.</p>	<p>Train and grant Counselor Coordinator DATATEL Access to register students in SDEV course and linked courses.</p>	<p>May 2014</p>	<p>4</p>	<ul style="list-style-type: none"> Students are registered in a streamlined process. 	<p>A&R Dir. & VPSS</p>



Project ASSETS: (Avenues for Students' Strengths, Excellence, Thriving, and Success)

The Counseling Department's **Project ASSETS** is a pilot program aimed towards a systematic provision of the services mandated by the Student Success Act with the corresponding enhancements and fortifications in the areas of orientation, assessment, counseling and advisement, abbreviated and comprehensive education plans, as well as, follow-up services to a cohort of 400 entering college students. This project will afford students developmental and comprehensive counseling services. More importantly, **Project ASSETS** will emphasize additional practices complementary to proven strategies employed by the Counseling Department that have been shown to increase the GPA of counseling services recipients. Several components of enhanced counseling services will comprise the strategic interventions that will tap into students' strengths, academic achievement, sustained motivation, and overall academic success.

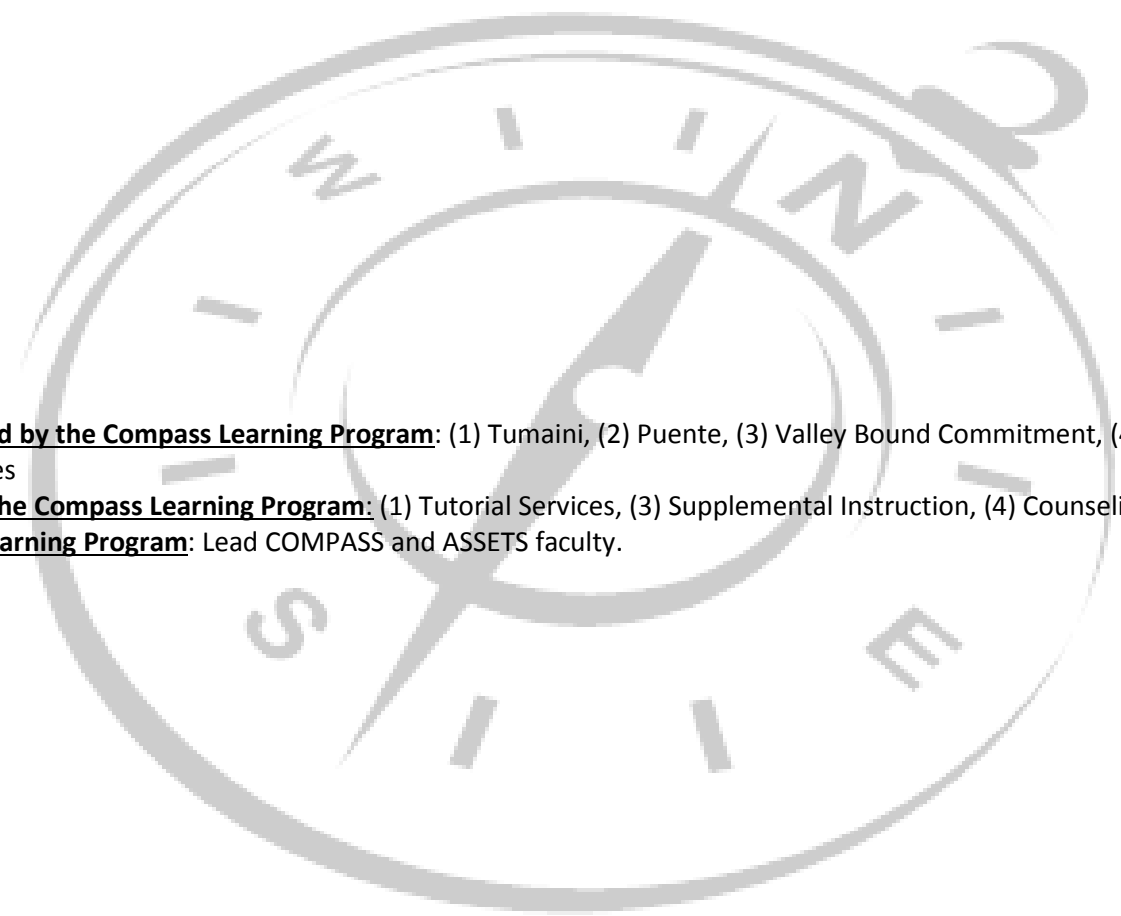
Undergirding this project will be a framework based on the research conducted by the Support (Re) defined Group (Student Success Implementation Summit, September 2013). The framework delineates six descriptors perceived by students as supports that make them successful in college. These are the promotion of being nurtured, directed, focused, valued, connected, and engaged. Thus, Project: ASSETS is geared towards fostering these indicators via the identified and enhanced counseling services. It will also involve the creation of a Student Success Primer and distribution of supplementary materials such as planners and other academically related tokens to incentivize positive, successful behaviors among the participants. A comparative methodology of research will be used to measure outcomes of the GPA, retention, and success of participants in already existing programs, such as, Valley Bound, Puente, TUMAINI, and linked classes.

Program Description	Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measureable Outcome(s)
a. Upon application to SBVC, students will receive an e-mail sent by Admissions and Records which will contain information on resources for initial career exploration as suggested by the Counseling Department.	<ul style="list-style-type: none"> • New program cohort of approximately 200 high school graduates of June 2014 meeting specific academic and attendance record criteria who are selected by the high school district superintendent or designee for the program 	1-4	June 2014	Outreach & ASSETS assigned faculty	200 students will be enrolled in the ASSETS in Fall 2014
b. Online orientation will introduce students to college culture, success oriented behaviors, and information on program support and career choices and development.	<ul style="list-style-type: none"> • Increase counseling services for approximately 200 current SBVC students who are enrolled in: <ul style="list-style-type: none"> ○ Linked courses/Learning ○ Communities ○ PUENTE ○ Valley Bound Commitment Program ○ Tumaini Program 	1-4	June 2015	ASSETS lead counselor & faculty team	All ASSETS Project students will meet with counselors at least twice a semester.
c. After taking the assessment test, students will be given materials for a self-directed research on prospective program of study and identification of a career of interest.	<ul style="list-style-type: none"> • Increase first year course retention by 5% compared to the general student population in the same academic year. • Also, the existing programs will be measured against previous success data. 	1,2,4	December 2014	Program Coordinator; ASSETS teaching team and counseling faculty	First year course retention among ASSETS students will be 5% higher than students in the general student population for fall 2014 and Spring 2015.

Program Description	Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measureable Outcome(s)
d. Students will be given a group advising appointment for an abbreviated education plan. During the group advising, emphasis will be given on the value of registering in basic skills during the first two semesters and immediate completion of the sequential courses in reading, English, and mathematics, including the importance of their own awareness to college readiness. Also, students will be encouraged, as is feasible, the completion of 12 or more units per semester and to dissuade them from dropping a course as a first option when having academic difficulties. Information materials for Student Success will be distributed.	<ul style="list-style-type: none"> To make learning community programs available to more students (if feasible) 	1,2,4	Ongoing through June 2015	VPI, VPSS, and ASSETS faculty team	By 2015, at least two linked classes will be offered
e. Students will undergo counseling and academic advisement session based on the Counseling Department's Academic Strengths Inventory and Student's Problem Checklist. Albert Bandura's social learning principles and positive psychology will be employed.	<ul style="list-style-type: none"> Offer counseling workshops to all ASSETS students 	1,2,4	June 2014	ASSETS Coord. and faculty team	Students will have attended two workshops.
f. Online or in-person workshops focused on strategic behaviors to increase students' self-efficacy, particularly for those who are yet to decide on their program of study will be given. Career counseling will be ongoing if appropriate.	<ul style="list-style-type: none"> Offer counseling workshops/sessions to all ASSETS students 	1,2,4	June 2014	ASSETS Coordinator and faculty team	The same outcome in letter e.

Program Description	Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measureable Outcome(s)
g. Students will undergo intensive group advising sessions according to educational goals for their comprehensive education plans. Students will be empowered to have an understanding of their curriculum and will apply a thoughtful procedure in the choice of their courses.	<ul style="list-style-type: none"> • Provide counseling services to students who are enrolled in: <ul style="list-style-type: none"> ○ Linked courses ○ Learning Communities ○ PUENTE ○ Valley Bound Commitment Program ○ Tumaini Program 	1,2,4	June 2015	ASSETS Coordinator & faculty team	All participants will have a comprehensive educational plan
h. Students will have comprehensive education plans and will have a realistic time line for goal completion.	<ul style="list-style-type: none"> • Provide counseling services to students who are enrolled in: <ul style="list-style-type: none"> ○ Linked courses ○ Learning Communities ○ PUENTE ○ Valley Bound Commitment Program ○ Tumaini Program 	1,2,4	June 2015	ASSETS Coordinator & faculty team	Maintain counseling services to at least 200 current students who are enrolled in linked courses/ learning communities, Puente, Valley Bound, & Tumaini
i. Early alert mechanisms will be used to follow-up on students' progress and course completion. Interventions for academic resiliency will be employed.	<ul style="list-style-type: none"> • Provide counseling services to students who are enrolled in: <ul style="list-style-type: none"> ○ Linked courses ○ Learning Communities ○ PUENTE ○ Valley Bound Commitment Program ○ Tumaini Program 	1,2,4	June 2015	ASSETS Coordinator & faculty team	The above outcome is the same for H, I, J, K & L
j. Other follow-up services will be given, such as, further assessment for awareness of college readiness and personal strengths and academic habits, career inventories, including additional personal counseling and referrals as indicated by students' needs.	<ul style="list-style-type: none"> • Provide counseling services to students who are enrolled in: <ul style="list-style-type: none"> ○ Linked courses ○ Learning Communities ○ PUENTE ○ Valley Bound Commitment Program ○ Tumaini Program 	1,2,4	June 2015	ASSETS Coordinator & faculty team	

Program Description	Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measureable Outcome(s)
k. Pending availability of funding, recognition of successful behaviors via a time-limited distribution of student planners to those who may have completed their comprehensive education plans early in the semester, or through other meaningful positive reinforcements, to some students who have completed some identified student success tasks within a defined time frame. These may be completion of three student success workshops or three tasks outlined in the Student Success Guide.	<ul style="list-style-type: none"> Follow-up services 	1,2,4	June 2015	Program Coordinator; faculty team	The above outcome is the same for H, I, J, K & L
l. Maintenance of academic gains will be monitored for sustainability purposes following measurement of outcomes.	<ul style="list-style-type: none"> Follow-up services 	1,2,4	June 2015	Program Coordinator; faculty team	The above outcome is the same for H, I, J, K & L



Learning communities addressed by the Compass Learning Program: (1) Tumaini, (2) Puente, (3) Valley Bound Commitment, (4) Project ASSETS, (5) Fast-Track accelerated courses

Support services addressed by the Compass Learning Program: (1) Tutorial Services, (3) Supplemental Instruction, (4) Counseling support, (4) Library support.

Coordination of the Compass Learning Program: Lead COMPASS and ASSETS faculty.