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San Bernardino  
**Valley College**

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**Learning Communities and Programs for the  
Achievement of Student Success**

**Learning COMPASS**



**Progress Report & Plans for  
2014-2015**

May 7, 2014

The Learning Compass Advisory Committee met twice each month during the spring 2014 semester. The committee's task was to oversee the implementation of the project, review funding requests, and to solidify long-term goals—identifying specific activities, determining measurable outcomes for each activity, and creating the timeline for planning and completion of the activities. Developing the infrastructure and providing outreach to faculty and staff were important components of this first semester.

## **LEARNING COMMUNITIES:**

Supplemental instruction, linked courses, and accelerated courses are working to support the following long-term goals:

- Improve student success in individual courses.
- Increase the number of students who persist to degrees, certificates, transfer.
- Offer a full-range of integrated educational and student support services.

Measurable outcomes will be assessed at the end of each semester—after final grades are available. COMPASS will work with the Office of Institutional Research to identify and interpret the data for the identified courses.

**Supplemental Instruction Across the Disciplines—Spring 2014 Progress:** In spring 2014, 14 cohorts (faculty/student) are participating in supplemental instruction across the disciplines. Disciplines participating include English, Reading, Spanish, Music, ASL, ESL, and Automotive. Faculty have each worked with a student that they identified from a previous course to offer peer-run workshops and one-on-one tutoring sessions to students in current courses. The supplemental instruction room—Library 123—was provided with temporary furniture (permanent furniture is on order) and faculty in the program, in addition to working with their own SI (student tutor), scheduled time in that area to provide mentoring to all SIs who were scheduled in that room—totaling 30 hours per week. Since this is a new program, establishing a workable and sustainable structure was a focus of faculty dialogues.

**Plans for 2014-15:** The supplemental instruction cohort will be expanded to 15 faculty and SIs in fall 2014 and spring 2015. Faculty and student tutors are being hired this semester for the fall 2014 semester.

**Linked Courses—Spring 2014 Progress:** In addition to Puente and Tumaini, the college's traditional learning communities, faculty participated in the following linked courses:

- Philosophy 112/English 102
- Spanish 157/English 015
- Religion 150/English 101

**Plans for 2014-15:** Generating faculty interest in linked courses will be the focus in the fall 2014 semester. We will recruit faculty in fall 2014, for implementation of four cohorts of linked courses in spring 2015. We will also work with DCS in fall 2014 to address the registration issue. Addressing ways to publicize linked courses to students will also be a priority in order to grow the cohorts.



**Accelerated Courses—Spring 2014 Progress:** We approached departments in order to promote accelerated offerings for fall 2014. Courses will be offered in the following areas:

- Reading
- English
- Math
- ESL

Although math has been offering accelerated courses, this is the first time that English, Reading, and ESL will be doing so.

Plans for 2014-15: COMPASS will continue to fund these areas in the spring 2015 and expand accelerated courses offerings by two additional cohorts.

**Support for Learning Communities—Spring 2014 Progress:** Collaborations with the Library and with Counseling in order to offer support to the learning communities. Both a Librarian and Counselor worked with the project's faculty to identify needs for the learning communities. Librarians are working to develop workshops, both for faculty and students in the communities, to highlight the Library's resources and to provide specific reference materials (bibliographies, etc.) for fall 2014. The counselor provided in-class presentations to students—stressing the importance of educational plans, preparing for transfer, and maintaining communication with the counselor to address for changes in the students' educational goals. Support was provided for the hiring and payroll processes for the supplemental instruction cohort.

Plans for 2014-15: Librarian and counseling support will continue to be provided to the learning communities in fall 2014 and spring 2015—each at 7 hours per week. Clerical support will continue to be provided each semester at the rate of six hours per month.

**Additional Activities Supported This Semester:**

- Writing Center Tutors
- Social Science Tutor—Student Success Center

Plans for 2014-15:

- ASL Tutor—Student Success Center
- Social Science Tutor—Student Success Center
- Field trips to four-year colleges and universities—Student Success Center
- Writing Center Tutors
- Inland Empire Media Academy Internship Program
- Tutors—DSPS Academic Success Pilot Program

**ASSETS:**

ASSESTS is working to support the following long-term goals:

- Improve student success in individual courses.
- Increase the number of students who persist to degrees, certificates, transfer.
- Increase success rates among first year students.
- Offer a full-range of integrated educational and student support services.



Measurable outcomes will be assessed at the end of each semester—after final grades are available. COMPASS will work with the Office of Institutional Research to identify and interpret the data for the identified courses.

**ASSETS—Spring 2014 Progress:**

ASSETS a component of COMPASS that focuses on providing counseling support to current and perspective students who are interested in joining a learning community or linked courses. The first step in the inception of ASSETS was to develop the infrastructure to provide students with pathways for success in learning communities and linked courses. This included the following activities:

- Identified counseling staff (adjunct and fulltime) to work on the project.
- Identified lead counselor with the knowledge and experience in a learning community to write the infrastructure
- Identified second counselor also with the knowledge and experience in a learning community to work and serve as liaison with currently linked courses
- Identified adjunct counselor to lead the outreach part of ASSETS
- Held meetings for planning and coordinating purposes with outreach and counseling Hosted a presentation with Lisa Silverstein from Denver Community College on learning communities and linked courses
- ASSETS staff attended The California Learning Communities Consortium
- ASSEST staff hosted a Counselor Conference at SBVC. Approximately 60 counselors and technicians from our feeder highs schools attended.
- ASSETS staff attended and presented at The Walmart MSI Student Success Collaborative Closing All-Communities Meeting

**Plans for 2014-15:**

- Offer five Valley Bound cohorts for fall 2014/spring 2015 semesters
- Hire student workers to serve as outreach ambassadors to feeder high schools
- Schedule Outreach to feeder high schools
- Assign counselor to serve as liaison with COMPASS
- Partnership with Student Services Programs, etc.
- Present at counseling meeting on ASSETS and COMPASS
- Coordinate outreach activities to recruit ASSETS students from SBVC service area high schools including Alternative Schools
- Establish outreach schedule with SBVC Outreach Technician:
  - Meet with high school counselors and/or career technicians
  - Provide classroom presentations
  - Set up informational high school table settings, etc.
  - Provide counseling appointments for the approximately 500 high school students assessed at feeder high schools
  - Host a Tumaini Orientation at feeder high schools and on campus in June 2014

