

**Dallas County Community College District
Student Retention Programs
2009-2012**

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
Brookhaven College				
INSTRUCTION				
Linked Developmental & College Level Courses Two sections of DMAT99 / MATH 1414 are offered each long semester. Students receive the preparatory concepts at the beginning of the semester (those DMAT 0099 learning objectives) to be best prepared to complete the requirements of the first college level course. The cohort of students meets four days per week for the long semester. (This is the basis for a Non Course Based “bubble” model.)	Spring 2010	1 FT Faculty/ 1 Adjunct Faculty	No additional costs beyond standard instructor compensation	Fund 11
DMAT 0066 Emporium Model Students who place in the first level of developmental math will enroll in a full semester, guided self-paced on campus course. The curriculum includes mentoring, timely diagnostic assessment and one-on-one instruction in a computer lab setting. (pilot towards Non Course Based model)	Fall 2011	1 FT Faculty Included in faculty member teaching load. 1 PT IA	\$4100/yr. (Fall & Spring)	Fund 11

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INSTRUCTIONAL SUPPORT				
<p>MyMathLab Faculty Training Program * Retention Funded All FT and adjunct faculty are required to complete an online training program to teach any DMAT course and those MATH courses that include MyMathLab or MyLabsPlus. Tutors are also trained to be able to assist students in the Math Lab on campus. The coordinator collaborates with the IR team on campus to successfully enroll all students in MyLabsPlus.</p>	Fall 2009	1 Math Lab Coordinator (part 1 Faculty Liaison (release or extra service)	est. \$3000/sem \$2000/sem 10,000/yr. (Fall & Spring)	Fund 11
<p>Supplemental Learning Program (SLP) for DMAT and MATH * Retention Funded A select number of DMAT and MATH courses include an optional supplemental instruction component led by a trained SLP leader (peer tutor) who also attends the lecture each week. Study skills, test taking and other learning components are included in each SLP session per week. Open SLP sessions are also offered for students enrolled in sections that do not have a formal SI session attached.</p>	Spring 2009	1 Math Lab Coordinator (part of FT duties) + 7 PT SI Staff	est. \$3000/sem + \$8000/sem 22,000/yr. (Fall & Spring)	Fund 11
<p>Brookhaven College Writer's Corner *Retention Funded The objective of the Writer's Corner has been to strengthen the academic skills of students enrolled in English composition courses. One goal of the Writer's Corner has been to</p>	Fall 2010	SI Tutors SI Faculty supervisors	\$4,464/yr. \$16,800/yr.	Fund 11 Fund 11

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provide one-on-one tutoring and supplemental instruction for assignments in English discipline courses. The second goal has been to help students develop critical thinking & study skills that will transfer into other academic areas.				
Biology Resource Center (BRC) An open instructional science lab is dedicated for students to meet with qualified tutors and instructors for supplemental assistance for all biology courses. Models and equipment are also available for one-on-one learning.	Fall 2010	1 Faculty Lead (release time) + 1 PT IA + 3 tutors	est. \$2000/sem + \$8000/sem	Fund 13 + Fund 11
STUDENT SERVICES				
Project Achieve * Retention Funded Brookhaven College's <i>Project Achieve</i> Academic Probation/Suspension Program was developed in 2009 to develop an intervention program for "students on academic probation, suspension and/or dismissal to participate in a recovery program that includes student contracts, individual monitoring, faculty interaction, and case management. <i>Project Achieve</i> requires students who are on academic probation, suspension, or dismissal to meet with specially trained academic advisors who work with the students in developing a success plan to assist them in returning to good academic standing. A case-	Fall 2009	3 FT advisors advise PROB 3 and SUSP/DISM/IDIS students. 12 FT advisors advise PROB 2 students. All FT (12) and all PT (10-11) advisors advise PROB 1 students	No additional costs to fund program, part of academic advisors duties and responsibilities	Fund 11

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<p>management approach is used by academic advisors requiring students to complete a petition for re-admission, complete a success contract, as well as completing a time-management worksheet. Students in the program can enroll in no more than two classes per semester, repeat classes where a performance grade of D, F, or W was earned, participate in required individual monthly meetings with their advisor, or participate in other retention-related activities such as SkillShops.</p> <p><i>Project Achieve</i> addresses the expressed intent of the State of Texas Closing the Gaps initiative by connecting those students who are at-risk for dropping out of college with more direct interaction with their academic advisor and with their instructors.</p>				
<p>Counseling Center Skill Shops Brookhaven College’s professional counselors developed and implemented weekly SkillsShops and classroom presentations to support the academic success of all students. Topics for the SkillsShops include active listening, note-taking strategies, goal setting, study skills, learning styles, test-taking strategies, money management, healthy relationships, cyber etiquette, motivational strategies, communication skills, stress management, and critical thinking skills. As</p>	Fall 2009	3 PT Professional Counselors and 1 Administrator/FT Professional Counselor teach the SkillsShops	\$100 for promotional materials...all other materials are sent electronically	Fund 11

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<p>part of the SkillsShops evaluation process, the counselors have measured student learning outcomes of the SkillsShops by conducting a brief pre- and post-test. During the Fall 2010 semester, students averaged a 59% on the pre-test and a 75% on the post- test an increase of approx. 28% in students' understanding of the material. In addition to the SkillsShops and classroom presentations, the counselors set up Counselor's Corner each week to distribute materials related to the week's SkillsShop topic and to answer questions about counseling services.</p>				
<p>Online Mental Health Screening Tool In 2009, Brookhaven College implemented a Mental Health Screening Tool for students to use to help them self-identify depression, anxiety, substance abuse, eating disorders and post-traumatic stress disorder. Since 2009, 640 of students have participated in this confidential online program.</p>	Fall 2009	IT and Marketing Office placed software on the counseling center web-site. FT professional counselor pulls data for counseling center annual reports.	\$750 per year	Fund 11
Cedar Valley College				
INSTRUCTION				
<p>Learning Communities In their most basic form, learning communities are defined as “strategies for enrolling cohort groups of students in a common set of classes often organized around a theme.”</p>	Spring 2010	1 Coordinator 14-20 Faculty Members	\$7,000.00 One faculty release at \$1964.00 per semester \$150.00 faculty stipend for each	Fund 13 Title III

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HUMA 1315/ENGL 1301 DREA 0091 or DREA 0093/HIST 1301 HDEV 1300 /DWRI 0090 DMAT 0091/HDEV 2315 /BUSI 1301 EDUC 1300 /DREA 0093 DWRI 0090/HDEV 0092 CUST 2370 OR HUMA 1315/ENGL 2328 BUSI 1301/DMAT 0090 /PSYC 2315 ACCT 2401/ENGL 1301 BUSI 1301 /MATH 1324 ITSC 1401/ENGL 1301 HIST 1301/DREA 00.91 DWRI 0090/DREA 0090 HIST 1302/EDUC 1300 DREA 0091-0093 /HIST 1301 DREA 0093/DWRI 0093			linked learning community developed, and \$300 for each Coordinated learning community developed (per year)	
INSTRUCTIONAL SUPPORT				
Supplemental Instruction Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions that are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders," students who have previously done well in the course and who attend all class	Fall 2009	1 Coordinator 7-10 SI Leaders	\$60,000.00/ for one Year for Staff Salaries.	Fund 13 Title III

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<p>lectures, take notes, and act as model students.</p> <p>DMAT 0066 DMAT 0093 DREA 0091 BIOL 1406 ACCT 2401 ECON 2301 HIST 1301 BIOL 1407 SPAN 1411 DWRI 0091 MATH 1414 HUMA 1315 SCIT 1407 SCIT 1408</p> <p>Linked Courses: HUMA 1315/ENGL 1301 DWRI 0093/BCIS 1405/COSC 1401 DREA 0091 or DREA 0093/HIST 1301 HDEV 1300/DWRI 0090 DMAT 0091/HDEV 2315/BUSI 1301 EDUC 1300/DREA 0093 EDUC 1300/DREA 0093 DWRI 0090/HDEV 0092 ENGL 1301/DIRS 9170 CUST 2370 or HUMA 1315/ENGL 2328 BUSI 1301/DMAT 0090/PSYC 2315 ACCT 2401 /ENGL 1301</p>				

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BUSI 1301/MATH 1324 ITSC 1401/ENGL 1301 HIST 1301/DREA 0091 DWRI 0090/DREA 0090 HIST 1302/EDUC 1300 ENGL 1302/HUMA 1315				
STUDENT SERVICES				
Cedar Valley Achievers A consistent case management approach to improving retention and goal attainment of first time college students and probation students. Discussion of the importance of communication with instructors, use of support services, and development of study skills, planning for financial aid and payment options, and planning for next term are standard services imbedded in a series of advising appointments during the semester.	Fall 2009	1 Faculty Counselor, 2 Full Time Academic Advisors, 4 Part Time Academic Advisors	\$175,000.00 in Staff Salaries for one year.	Fund 13 Title III
Journey to Success A Retention Early Alert program. Students are referred to a success coach for early intervention based on faculty recommendations.	Fall 2010	Retention Coordinator, 26 Volunteer Success Coaches, Open to all Faculty	The Coordinator's role is 20% of the person's responsibility.	Fund 13 Title III
African American and Latino Male Student Success program * Retention Funded Components of this model include: strengthening of academic preparation through a summer bridge program, mentorship by peers and employees, and financial literacy and entrepreneurship	Fall 2009	VPSS, Coordinator, Research Analysts, Professional Staff, Faculty, AALMI Advisory Committee (13 Members)	\$170,000.00 Total for 5 DCCCD campuses. Cedar Valley College was awarded \$24,285/per year. (DCCCD Retention Grant)	Fund 13. THECB/DCCCD Retention Funding Expired in 2010-11; Institutionalized in 2011-12 at CVC

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workshops and courses.				with Title III and Fund 11 current staffing and resources.
ADDITIONAL INSTITUTIONAL PROGRAMS				
College Connections A program to assistance with college application, financial aid, placement testing and enrollment for all high school seniors in target service area high schools to improve high school to college transition and increase percentage of students who are college ready.	Fall 2008	1 School Alliance Coordinator + 5-10 part-time Student Ambassadors	\$65,000 per year for Full Time Staff and testing expenses; \$65,000 for Student Ambassadors. A total of 130,000.00 per year.	THECB 2008-2010 grant; Institutionalized with CVC Fund 11 Fall, 2010-Present; Student Ambassadors funded through THECB Work-Study Mentorship grant.
Eastfield College				
INSTRUCTION				
Modular Math Computerized and individualized modular math instruction allows students to complete multiple developmental math courses in a single semester.	Fall 2011	1 Coordinator	\$1,969.44/per yr.	Fund 11
		Tutors to cover 20-25 sections	\$24,000	Fund 11
Targeted Learning Communities These Learning Communities are designed specifically to address the needs and goals of first year students. For The Win – ENGL 1301/EDUC 1300/DMAT 0097 Writing History: Stories, Victories, and the	Fall 2011	Part of duties of Dean of Academic Enrichment	None	Fund 11

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American Identity --Fall: ENGL 1301/HIST 1301 --Spring: ENGL 1302/HIST 1302 Write Right: Improving Skills, Moving Forward --ENGL 1301/DWRI 0093				
Common Book This project provides students the opportunity to join with other Eastfield students and employees in sharing the experience of reading the same book during the same year and thus engage with the theme of the book through various classes and activities.	Fall 2010	2 Faculty co-chairs; support from Administrative Assistant & Dean of Academic Enrichment	\$9,000/yr. for supplies, speakers and events	Fund 11 and Fund 12
STUDENT SERVICES				
English Language Learning Advisement (ELLA) The English Language Learning Advisement (ELLA) Center addresses the administrative, clerical, advising, and registration needs of the entire English Language Learner population at Eastfield College.	Fall 2010	1 FT Advisor; 1 PT Departmental Assistant	\$67,048/yr.	Fund 11
PROFESSIONAL DEVELOPMENT				
Cooperative Learning This is an institutional initiative that provides ongoing professional development training for faculty to integrate cooperative learning	Fall 2011	12 Faculty Attended Training	\$24,000 (one time cost)	Fund 13

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techniques into their classes.		4 Faculty Trainers	Part of Faculty's Institutional Service	Fund 11
El Centro College				
INSTRUCTION				
College Readiness Institute A Summer Bridge program for graduating seniors who assess into developmental education.	Summer 2009	3 – Faculty 2 – Part-time Recruiters	\$10,000	Fund 13, Fund 11
Mandatory Tutoring Developmental Writing – Adding a requirement that student review essays with a writing tutor prior to turning in work.	Fall 2011	LC Tutors	No additional costs	Fund 11
Fast-track DMAT Designed 8 week developmental math (090,091,093) fast-track courses for students who made A's and B's in the previous course.	Spring 2010	No additional staff	No additional costs	Fund 11
Learning Community Developmental Education Creating LC's for Developmental courses. (Developmental Reading 0091 and Developmental Writing 0091)	Spring 2012	No additional Staff	No additional costs	Fund 11
INSTRUCTIONAL SUPPORT				
Supplemental Instruction Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI is a non-remedial approach to learning enrichment that increases student performance and retention.	Fall 2011	1 – Coordinator, Supplemental Instruction 20 – SI Leaders	SI Coordinator: \$34,449 per year SI Leaders: Tutor I: \$9.17 per hr. \$9.17 x 18 hrs. =	Fund 11 - SI Coordinator Fund 13- SI Leaders

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<p>SI offers regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. SI study sessions are informal sessions in which students review notes, discuss readings, develop organizational tools, and prepare for examinations. Students learn how to integrate course content with reasoning and study skills. The SI sessions are facilitated by "SI leaders," students who have previously and successfully completed the targeted course. SI leaders attend all class lectures, take notes, and act as model students.</p>			<p>\$165.06 per week \$2640.96 per semester per leader (beginning SI leaders are hired at this level)</p> <p>Tutor II: \$10.32 per hr. \$10.32 x 18 hrs. = \$185.76 per week \$2972.16 per semester per leader (experienced SI leaders are hired at this level)</p>	
<p>SI Leaders for gatekeeper courses BIOL 1406- 7 sections BIOL 2420 – 3 sections CHEM 1411 – 2 sections PSYC 2301 – 6 sections SCIT 1407 – 6 sections PHIL 1301 -2 sections HPRS 1204 – 3 sections DMAT 0093 – 15 sections</p>	Spring 2011	Any number of SI leaders	Total spent = \$70,649.50 plus supplies: \$6775.04	Fund 13 Title V
STUDENT SUPPORT SERVICES				
<p>Faculty Advising for Developmental Studies and Technical Programs Eighteen faculty advisors provide career and academic advising to students in one of their</p>	Fall 2011 (Pilot Semester)	1 – Coordinator & Any number of faculty	\$23.69 per hour contract for faculty. 75 hours max per semester (\$1,776.75)	Fund 13 Title V

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<p>classes; serve as student’s mentor, advocate, and coach; meet with each student at least once a month outside of class; call, email, Blackboard IM (instant message) as needed, document all contact with students on Estudios database; refer students to other campus support services as needed.</p> <p>As a result in participating in Faculty Advising, students will be able to 1) identify program and degree plan requirements for their specific program of study, 2) identify their values, interest and skills and apply them to informed career & educational goals, 3) identify appropriate student support services to accommodate their specific needs.</p>			<p>per faculty max per semester) = \$49,594.21</p>	
<p>Peer Mentoring for 1st time in college students in Student Success Course (PSYT 1313)</p> <p>The purpose is to promote academic student success and persistence in 1st year college students by pairing them with peer mentors who provide guidance, support and resources. A Peer Mentor is placed in a PSYT 1313 (Student Success class required for all first year students who are not reading met).</p> <p>Peer mentors assist with New Student Orientation, attend their PSYT class regularly during the semester, and participate & assist with icebreakers, classroom activities & campus tours. They call/email or text</p>	<p>Fall 2011</p>	<p>1 – Coordinator & Any number of students to serve as Peer Mentors</p>	<p>\$9.00 per hour (\$2,025 per peer mentor max per semester) = \$20,649.50</p>	<p>Fund 13 Title V</p>

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<p>students at least every other week, and meet individually with students at least once a month.</p> <p>They go through extensive Peer Mentoring and leadership training. The results of the Fall 2011 pilot were students enrolled in Peer Mentor Program had a 92% completion rate and a 66% success rate compared to students in the same course (PSYT) but not in the Peer Mentor Program – students had an 87% completion rate and a 56% success rate.</p>				
<p>Mandatory New Student Orientation Prior to Spring 2012 orientation was optional for ECC Students. Now orientation is mandatory for new-to-college students. The Initial New Student Orientation Program began in Fall 2008 and was staffed by two volunteer coordinators and 25 other staff volunteers at an approximate cost of \$7,000 per year.</p> <p>The mandatory New Student Orientation is a five hour program required for all first-time in college students (FTIC). This program is designed to provide FTIC students with information about the college that will help acclimate them to the campus. Students also attend an advising session where they review degree plans, interpret test scores, and register for classes and/or plan their schedules for their first semester.</p>	Fall 2011	1-Paid Coordinator, 40 volunteers	\$10,000/sem	Fund 11

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<p>Journey To Success (JTS) A retention program that allows faculty and staff to play an active role in retention. At El Centro College, specific courses are identified to participate in the Journey to Success Program (JTS) and each course has an assigned Success Coach. The Success Coach and Faculty member work together to assist students. Students are recommended to the program in two ways; they can self-refer or they can be referred by a faculty member who identifies specific actions in the classroom.</p>	Spring 2010			
ADDITIONAL INSTITUTIONAL PROGRAMS				
<p>Mandatory Self-Registration with Group and Individual Advising Advising and registering students in groups was accelerated by Academic Advisement a year ago. It has proven to be a solid retention strategy by empowering students to take control of their college progress and as a result, they are more likely to continue. Individuals who need and request one-on-one assistance have access to that during the group sessions. With this strategy and self-registration, the waiting time for students in this process is significantly shortened.</p>	Spring 2011	5- FT Advisors 5- PT Advisors	Part of job responsibility	Fund 11
<p>Counseling Presentations – In-Class and Out-of-Class</p>	Fall 2011	3 Part-Time Counselors	\$2,400/sem	Fund 11

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MOUNTAIN VIEW COLLEGE				
INSTRUCTION				
Emporium Model of DMAT 0066/0090 Using a combination of a structured computer lab concept to allow students to work at an accelerated rate to cover the modules in the DMAT 0066 and 0090 material and progress quicker than the traditional academic classroom environment.	Fall 2012	2 PT Instructional Aids	\$10,820 /year each IA (\$21641 total)	Fund 13
Mainstreaming (Combo Courses- Students from various DWRI courses enrolled in ENGL 1301) Students near college readiness in Developmental Writing were allowed to enroll simultaneously in a DWRI 0093 course and one of five designated ENGL 1301 courses. Lessons learned from this mainstreaming activity will be the basis for future non-course based remediation interventions.	Spring 2010	2 Faculty	Salaries of instructors	Fund 11
Mainstreaming (Combo Course- Students from various DREA courses enrolled in EDUC 1300) Students near college readiness in Developmental Reading were allowed to enroll simultaneously in a DREA 0093 course and an EDUC 1300 course. Lessons learned from this mainstreaming activity will be the basis for future non-course based	Fall 2010	2 Faculty	Salaries of Instructors	Fund 11

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remediation interventions.				
Summer Bridge (Developmental Reading and Writing) Approximately 20 developmental students enrolled in a Summer Bridge program that consisted of two linked DREA and DWRI courses/interventions. The bridge program was four weeks long and resulted in 70% of the students exiting or skipping a level of DREA or DWRI.	Summer 2011	2 Faculty	\$4200(Faculty extra service contracts and MyWriting Lab Codes)	Fund 13 (Title V)
Modularization of DMAT courses: * Retention Funds Based on diagnostic work from the Southern Dallas County Collaboration for FTIC Students grant, MVC began with DMAT 066 courses and created a course which is broken into modules so students can progress at an accelerated rate by mastering the blocks of course material.	Spring 2010	6 faculty	Zero cost (Retention Awards funds provided the seed work for the creation of these courses)	
INSTRUCTIONAL SUPPORT				
Writing Center This is the newest addition to the Instructional Support department at Mountain View College. This center provides writing tutoring, workshops and assists the English and Developmental Writing programs in end-of-course assessments and departmental exit exams. Since its inception, there have been over 11,000 visits to the center.	Fall 2011	6 Staff	\$180,000 (Facilities and Salaries)	Fund 13 (Title V)

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<p>Flex Exit –Exit Exam Testing at 8-week mark (Developmental Reading and Writing) Developmental Reading and Writing faculty have implemented a new option for high performing remedial students. These students can now exit 16 week courses at the 8 week mark if they meet certain class criteria. Since the inception of this option, there has been over 100 students that have exited DWRI and DREA early.</p>	Fall 2011	2 Instructional Specialists	\$600 (cost of tests)	Fund 13 (Title V)
STUDENT SERVICES				
<p>Promoting Parental Involvement * Retention Funded This program was designed to actively engage the parents of our first-generation college students. MVC Advisors worked with area school districts to speak at Parent Association meetings and then followed-up with individual parent meetings to help parents navigate the college enrollment and financial aid process. In addition to receiving factual enrollment about college enrollment processes, parents were provided information about how a college education would positively impact the future earnings of their children. Portions of this initiative have been replicated as part of the First Year Experience program.</p>	Fall 2009 to Spring 2010	Dedicated staff member took leadership of this initiative, but did not receive extra compensation.	\$9,035	District Retention Grant

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<p>First Year Experience First time students are provided with a cohort-based support system to enroll with individualized assistance, and after enrollment receive advising and counseling designed to help the first-generation student successfully matriculate through their college career.</p>	Spring 2010 to ongoing	One FT Director; one FT Administrative Asst.; two FT Advisors.	\$200,000	Fund 13 - Title V New Student Success
STUDENT SUPPORT SERVICES				
<p>Assess for Success * Retention Funds This grant was designed to introduce 11th-grade GPISD students to the ACCUPLACER in the fall of their junior year. Once delivered, students were given their test results in the spring, and then offered individualized tutoring in advance of re-taking the ACCUPLACER test in the 12th grade.</p> <p>Portions of this initiative will be replicated this summer (2012) to help provide first-year students with test-takings skills in advance of taking their placement test. Results from the 'Assess for Success' program indicated that many graduating high school students don't take the ACCUPLACER test seriously, and are not aware of they are hurting their future educational career by being inappropriately placed in low-level courses.</p>	Fall 2009 through Spring 2011	<p>Two p/t Directors (one @ MVC and one at NLC), and p/t tutors to visit GPHS High Schools.</p> <p>Also, Testing Coordinators at both Colleges were involved in addition to high-ranking GPISD staff.</p>	\$70,600/per yr.	Retention Grant (SEED) from District

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Male Access Program Minority males enrolling at MVC are offered cohort-based, case-management services to enhance retention and academic success.	Spring 2010 to ongoing	Dedicated staff member took leadership of this initiative, but did not receive extra compensation.	\$0	n/a
Southern Dallas County Collaboration for FTIC Students * Retention Funded District funded Seed grant involving MVC and CVC to investigate the use of the MyMATHTest diagnostic software to assist students in DMAT to determine the areas in which the student lacks mastery.	Spring 2009	2 to 4 Faculty at each campus	\$74,954 split between MVC and CVC (Jan. 2009 to Dec. 2010)	District Fund 11
Journey To Success (Early Alert Program) MVC participates in this District initiative to help students identify and overcome obstacles they are facing during their academic career. MVC PSS and Administrators (Success Coaches) are paired with students after a MVC faculty member has "opened a student case".	Spring 2010 to Ongoing	Dedicated staff member took leadership of this initiative (Retention Coordinator), but does not receive extra compensation. Success Coaches are MVC staff members who volunteer their time.	\$0	n/a
ADDITIONAL INSTITUTIONAL PROGRAMS				
NFL Mentoring Program Retired professional athletes worked alongside MVC staff to mentor high school students. Mentors shared the importance of higher education to students and introduced them to the college environment. Mentoring is now an integral part of all MVC services, and all MVC employees are strongly encouraged to participate in mentoring	Fall 2008 to Spring 2009	Dedicated staff member took leadership of this initiative, but did not receive extra compensation.	\$5,000	Fund 13

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opportunities offered by Student Services.				
Gateway to College Innovation Collaborative: MVC Deans and faculty are working together to develop innovative approaches to increasing student retention in developmental education. This project offers faculty training and supplies to "create and scale learning communities and engaging pedagogy within their developmental education departments".	Summer 2011 to Ongoing	Dedicated staff member took leadership of this initiative, but does not receive extra compensation. - Faculty receives extra compensation in form of stipends.	\$25,000	Fund 13
Read Right program for Developmental Reading The Developmental Reading faculty implemented a program for students with placement scores below the DREA 0090 entrance level. The program uses tutors to reduce the student-to-instructor ratio to 1:5. The instructors and tutors are trained in a holistic reading philosophy that they use to help students become more proficient in fluency, comprehension and critical thinking. Thus far, students in Read Right courses have performed consistently better than the larger DREA student population.	Fall 2010	4= 2 Faculty and 2 Instructional Specialists	\$150,000 over three years	Fund 13 (Title V)
Full-time Technical Program Advisor Reinstated a full-time Technical Program Advisor to assist Tech Ed students in completing programs in an efficient and timely manner.	Spring 2009	1 Advisor	\$38,000/yr.	Perkins (Fund 13)

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NORTHLAKE COLLEGE				
<i>INSTRUCTION</i>				
Developmental Math Curriculum Revision Focus the curriculum on building the knowledge and foundation skills for success in college algebra. (Achieving the Dream intervention)	Fall 2011	2 faculty members each received 20% release time Fall 2011 and Spring 2012 in addition to contracts over Wintermester for curriculum revision.	\$8,000	Fund 11
HDEV 0092 (Student Success)/DEV Reading Faculty in HDEV0092 and DEV Reading meet regularly to coordinate teaching efforts to ensure alignment of teaching concepts and skills needed to be successful, add reading elements, and other activities students consistently struggle with. (Achieving the Dream intervention)	Fall 2011	Faculty	No new cost	N/A
<i>INSTRUCTIONAL SUPPORT</i>				
Academic Skills Center was renovated and expanded to include the Writing Center, ESOL lab, Foreign Language lab, and Developmental Reading lab. Students can also access the On-line Writing Lab for assistance with their writing skills.	Fall 2010	Facilities Staff	\$308,000 for renovations	Bond Program
<i>STUDENT SERVICES</i>				
Blazing Your Path is a two-part program designed to encourage first-semester students to register early for spring semester, in an informed manner. First, Academic	Fall 2010	1 Academic Skills Center Manager; 2-3 Office Support for event set up; participation from	No new cost	Fund 11

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<p>Advisors visit sections of EDUC 1300 to explain core classes and tiers, distribute and explain individual advising reports, and discuss the registration process. Second, a Meet the Faculty event is held to bring students, from EDUC 1300 Learning Framework classes, and faculty together in an advising capacity. Over a two-day period, students are able to engage in conversations with faculty, who share their knowledge and expertise in their respective disciplines. Additionally, during the event, students become more aware of services offered through Advising, Financial Aid, Educational Partnerships, and Student Life. Blazing Your Path is a program that literally brings all parts of the college together to support the needs of new to college students.</p>		approximately 50-60 faculty		
<p>Orientation (Blazer Day's in Blazer Land) for all first time in College Students College Orientation was changed Spring semester, 2012 to include all new first time in College students. Previously, Orientation was only required for those students who had graduated high school in the past two years. College Orientation included workshops which focused on Money Matters/Financial Aid, Academic Success, and an E-connect workshop. Students also took a tour of North Lake College. A parent session was also conducted. Starting Fall semester 2012,</p>	Spring 2012	2-full time staff 15- student workers	\$5,000 for part time staff; \$2,500 for supplies	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
Orientation has moved to the Department of Student Life.				
STUDENT SUPPORT SERVICES				
Journey to Success Uses “Early Alert” system to identify “at risk students”. Focused on Probation 1 students as well as faculty referrals and student self-referrals. Students are assigned a Success Coach who makes contact with the student, mentors the student and helps direct them to other campus resources, counselors, etc. as needed. (Achieving the Dream intervention)	Spring 2010	1 Retention Coordinator 1 Faculty Coordinator 26 Success Coaches	Part of full time load with volunteer coaches	N/A
S.N.A.P. (StrengthsQuest Nurturing Academic Performance) * Retention Funded S.N.A.P. uses StrengthsQuest and mentoring as intervention tools for students in EDUC 1300. With one of the main goals being to increase awareness of Strengths as an interpersonal competency tool among students, faculty, staff and administrators for this cohort of students.	Fall 2010	1 faculty coordinator 20 mentors (Strengthologists)	Volunteers; \$1,500 for StrengthsQuest codes	Retention Grant
PROFESSIONAL DEVELOPMENT				
Teaching and Learning Team implemented a Peer-led faculty development program designed to enhance student engagement in the classroom. Sessions included: technology in the classroom, research in the classroom, as well as a session in which faculty shared their external life experiences that enrich	Fall 2011	20% release time for 6 faculty leaders each semester.	\$24,000	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>their classrooms. Also, Teaching Squares sessions are held for both online and face-to-face classes with more than 20 faculty participants each semester.</p>				
ADDITIONAL INSTITUTIONAL ACTIVITY PROGRAMS				
<p>SURF- Student Emergency Relief Fund operates on donations and assists with small cost needs to students in real time. Needs are such as: bus fare, gas money, used books, food.</p>	Fall 2010	Existing Staff	No new costs.	N/A
<p>Blazer Student Store which offers food, clothing and other donated items to enable students to stay in school. Served 1,013 students Spring 2012.</p>	Fall 2011	2 staff Student volunteers	Renovation of space - \$3,500	Fund 11
RICHLAND COLLEGE				
INSTRUCTION				
<p>GED Transition Program The GED Transition Program goal is to prepare 50 GED recipients for successful transition into higher education, resulting in success in achieving their college education. The students participate in an intensive, six-week, 120-hour instructional program at Richland focused on improving their reading, writing, math, and student success. They are offered 80 hours reading and writing instruction; 20 hours of math instruction; and</p>	Fall 2010	1 - Project Director 1 - Program Service Coordinator 1 - Academic Advisor 1 - Department Assistant 2 - Student Interns 8 - College Readiness Instructors (Reading, Writing, Math, & Student Success)	\$125,000 /year to meet objectives detailed in the program description	THECB Fund 13

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>10 hours of student success coaching. The objectives of the program are to: improve the reading and writing skills of at least 90% of participants by one placement level during the intensive program; increase awareness about and use of learning and study strategies for at least 90% of the participants; enroll at least 90% of participants in a higher education course in the fall semester following the intensive summer program; and retain at least 70% of participants taking a higher education course during the fall semester.</p>				
<p>Achieving the Dream Gatekeeper Course Initiative for Developmental Reading Integration of the web-based instructional program for developmental reading CONNECT READING, published by McGraw-Hill Higher Education in all DREA courses.</p> <p>CONNECT READING is used during computer lab sessions which are a part of every DREA course. DREA instructors provide practice time during these sessions so students can complete the CONNECT READING practice exercises and/or progress tests allow students to access the CONNECT READING program using eCampus (or Richland's eCampus OnCampus option), providing alternatives for students to learn how to participate online.</p>	Fall 2010	All full-time and adjunct DREA instructors utilize this program in their classes.	Access to CONNECT READING is provided by means of Access Cards that accompany the three textbooks used in DREA 0090, DREA 0091 and DREA 0093.	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>In-class DREA retention activities:</p> <ul style="list-style-type: none"> * Individualized, computer-assisted comprehension and vocabulary review and practice in the DREA reading labs. * Sub-skill review sessions to DREA students prior to all exit tests. * Untimed exit testing. * Split administrations of exit tests. 	Fall 2008	All full-time and adjunct DREA instructors use these retention activities in their classes.	Achieved as part of instructional expectations	0
<p>Developmental Writing DWRI Redesign: Compressed DWRI 0091 & 0093 to eight weeks. Combines two separate courses into a single 16-week semester and uses technology to tailor instruction to individual student's specific areas of need. Makes use of an <i>e-learning</i> platform.</p>	Fall 2009 (full implementation)	All full-time and adjunct DWRI instructors teaching DWRI 0091 and 0093.	0	(Originally course redesign funded by THECB grant)
<p>DWRI 0093 paired with ENGL 1301 Students must be reading met and must have at least a five on the placement essay and at least 70 on the sentence skills test. Will receive six hours of credit upon successful completion of both courses.</p>	Spring 2012	Pilot	Stipend \$400/Faculty	Fund 11
<p>STATWAY™ (Statistics Pathway) The <i>Carnegie Foundation for the Advancement of Teaching</i> selected Richland College as one of 19 U.S. high-performing colleges to participate in the STATWAY™ Collaboratory. The Collaboratory was charged to develop and implement this accelerated pathway for developmental mathematics community college students</p>	Fall 2010	Pilot	This three-year project is funded by The Carnegie Foundation for the Advancement of Teaching, Bill & Melinda Gates Foundation, The William and Flora	Fund 13

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>who place at least into elementary algebra. It is a one-year pathway that takes students <i>TO and THROUGH</i> developmental mathematics and transfer college-level statistics. It is intended to have the ability to grow in scale and move many more students to successful outcomes. <i>STATWAY™</i> is structured especially to serve non-STEM students planning to transfer and continue further studies in liberal arts, humanities, or social sciences or plan on completing an Associate in Arts degree. It is not intended for STEM majors.</p>			<p>Hewlett Foundation, Lumina Foundation, Carnegie Corporation of New York, and the Kresge Foundation. \$37,152.55 to date from Fund 13.</p>	
<p>Achieving the Dream Gatekeeper Course initiative for Government 2301</p> <p>2011 – 2012 Faculty members teaching this course were asked to refer underperforming students to RLC success coaches through the DataTel Retention Alert, <i>Journey to Success Program</i>. The success coaches contacted students to determine issues that were impeding success and to connect students to the resources of the institution.</p>	<p>Fall 2011 – End of Spring 2012</p>	<p>Extra-service contracts awarded fall 2010, spring 2011, fall 2011, and spring 2012 to one government faculty member.</p>	<p>\$1981/semester (\$7,924 total to date)</p>	<p>Fund 13 (AANAPISI Grant)</p>
INSTRUCTIONAL SUPPORT				
<p>Achieving the Dream Gatekeeper Course Initiative for Developmental Mathematics * Retention Funded Center for Success in Mathematics, CSM:</p>	<p>Spring 2009</p>	<p>All full-time and adjunct instructors required to inform and offer this opportunity to their DMAT</p>	<p>\$100,000 total two-year funding for FT Manager; 2, 50% DMAT IS IIIs;</p>	<p>Initial funding of through two-year DCCCD Retention Grant.</p>

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
On-campus, non-threatening learning environment that new and continuing students can go to get support from a developmental mathematics coach. Students referred to the CSM receive assistance in the form of supplemental instruction, guidance, test review, approval to re-test in their classroom, referral to student service areas as needed, and other support that will directly impact their learning, retention, persistence, and academic success.		students. Staffed by a full-time Manager and developmental math coaches (full- and part-time) knowledgeable in the teaching and understanding of all DMAT levels and modes of instruction.	and 6-7 part-time staff for two years staffing and computers purchased for use in the Center for Success in Mathematics	Now funded completely by Richland College.
The Learning Center, TLC Math Lab: Increased tutoring coverage through CALC I during all the hours lab is open	Fall 2009	Additional tutors in higher level math	\$9.78-11.01 per hr. for total of \$14,000 in 2009 \$13,500 in 2010 \$21,000 to date in 2011-12	Fund 13 STEM grant
Writing Center Online Writing Lab (OWL) providing online tutoring to students in online English and DWRI courses at RLC	Piloted 2007; implemented 2008	1 tutor trained in online tutoring response	\$11.01 per hour; approx. \$6,000 per year	Fund 11
Accounting Lab: Online tutoring resources	Developed 2006, ongoing improvement to site	1 Instructional Lab Coordinator to maintain site as part of job duties; tutors monitor and respond to students during regular tutoring schedule ("slow" times)	\$9.78-12.35 per hr.; approx. \$29,000 per year for tutor salaries	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>Science Corner Piloted initiative to provide special help with Mastering Biology, Mastering Chemistry, and Mastering Physics programs</p>	Spring 2012	Tutors worked some of their regular hours in computer lab instead of Science Corner	No additional funds; cost was included in the \$25,500 science tutor budget for the semester	Fund 11
STUDENT SERVICES				
<p>TRIO-Student Support Services A USDE grant-funded program designed to provide support for first generation and economically disadvantaged (2/3 of program participants) or first generation or disabled or economically disadvantaged students (1/3 of program participants). Retention efforts include: a.) an academic early alert program w/mandatory tutoring required for students experiencing academic difficulty, b.) a grant aid educational assistance option; c.) financial literacy requirement; d.) customized advising including 1.) helping students identify a degree plan w/in semester that they are enrolled in 25+ college level hours, 2.) advisors meeting with each participant a minimum of two times per semester, 3.) customized study skills and college life workshops, 4.) assistance with college searches, FA and scholarship assistance, transfer expectations, 5.) reverse-transfer initiative, 6.) tracking and encouragement for students who have matriculated to other institutions.</p>	2010	5 FT., 1 PT staff	\$280,000	Fund 13

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>Richland Academic Advising Mandatory New-to-College Orientation - New-to-college students (students with no prior college [RLC/DCCCD] hours) have blocks placed on their records by Admissions staff to prevent the students from registering until they have attended a 3.5 hour new-to-college orientation. During this orientation students are welcomed to Richland and informed about student support services available to them. They are given a campus tour and participate in an hour-long advising session during which they are introduced to concepts and strategies to help them be successful in achieving their college goals. They also complete a registration session to register for their classes and learn the importance of <i>eConnect</i> and all its tools and information.</p>	Fall 2011	17 for each orientation : 2 at sign in desk, 1 Facilitator, 1 Administrator, 1 Faculty, 1 Student Life rep, 1 College Police rep, 1 Financial Aid rep, 1 Tour Guide, 8 Advisors, 1 Coordinator. There is also a multi-person campus-wide representative committee that oversees the orientation consisting of approximately 15 members.	\$5,000 for student backpacks; \$8,000 for and miscellaneous training and orientation student support materials	Fund 12
<p>Richland Academic Advising First-Time-In-College Mandatory Sessions: All first-time-in-college students had blocks placed on their records prohibiting them from registering until they attended a First-Time-In-College orientation session. During these sessions advisors provided great detail regarding college learning success goals and plans and strategies for accomplishing those goals. Orientation advisors developed ongoing partnerships with the students to serve as ongoing resources for the students while they are enrolled at Richland.</p>	Fall 2009	All General Academic Advisors (13 full-time & 18 part-time) participate in this program.	0	0

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>Achieving the Dream Gatekeeper Course initiative for Government 2301</p> <p>2011 – 2012 Faculty members teaching this course were asked to refer underperforming students to RLC success coaches through the Datatel Retention Alert, <i>Journey to Success Program</i>. The success coaches contacted students to determine issues that were impeding success and to connect students to the resources of the institution.</p>	Fall 2011 – End of Spring 2012	Extra-service contracts awarded fall 2010, spring 2011, fall 2011, and spring 2012 to one government faculty member.	\$1981/semester (\$7,924 total to date)	Fund 13 (AANAPISI Grant)
PROFESSIONAL DEVELOPMENT				
<p>Understanding Our Students - Professional Development Program – Understanding Our Students is a college-wide professional development program based upon the work of Dr. Ruby Payne and the Aha! Process. The purpose of the professional development sessions (one two-hour session in the fall and one one-hour session in the spring) offered throughout the academic year is to help college faculty and staff members build a mutual, cultural understanding of the effects of poverty on students, especially those from traditionally underserved groups, as they seek academic success.</p>	Fall 2011	50% of 1 Administrator and 1 PSS salary; 10 Faculty and Staff Trainers (4 paid by extra service contracts); 3 staff members; 3 Gatekeeper Faculty leads	\$108,223.82/ \$7,926.88= 4 x \$1,981.72 paid by extra service contract	Fund 13 AANAPISI Grant
<p>Annual Three-Hour History Professional Development Sessions Faculty Computer training: <i>eCampus</i> and</p>	Spring 2008	Saturday workshops led by Faculty members	No direct costs incurred as staffing was covered through	0

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
HIST1301 and 1302 UNT course redesign Best Practices in student engagement Best Practices in student retention Using Pronto, Skype, and other online visual communication tools Including essays in online coursework Using personal videos			Institutional Service	
History Symposium * Retention Funded The symposium is a one-day event during which all history faculty meet to discuss best practices, new teaching methods, and student retention.	Spring 2010	2- Coordinators, 4-8 Faculty	\$10,473.73	DCCCD Office of Student Retention/RLC Business Office
ADDITIONAL INSTITUTIONAL PROGRAMS				
Disability Services Intake Process New students are given a tour of campus and provided with information on various campus resources. Students then meet with their advisor who will provide case management to the student. All new-to-college DSO students complete "College Plan" with advisor. Students discuss and list short-term and long-term goals. They meet with advisor twice per month to discuss progress. They also review study skills, etc. Progress discussions are conducted mid-semester and at the end of the semester.	Fall 2011.	4- Rehabilitation Specialists	\$6,000 covers: printing manuals provided to all new disability services students; cost of time required by 4 rehabilitation specialists to conduct more intensive case management and student success workshops; and attendance of DSO staff at local workshops focused on advising students with disabilities.	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>TRIO—Upward Bound A USDE grant-funded program focused on under-served, under-represented, high school students who have the potential to be college-ready upon graduation from high school. To meet the objectives of assisting seniors to matriculate and persist in college, program offers: a.) a summer bridge program in which seniors who are college-ready take college classes during the summer after high school graduation; b.) college math prep sessions to ramp up math skills; c.) staff assistance with college searches, college application and scholarship and FAFSA assistance; d.) staff referrals to college support programs such as TRIO-Student Support Services, The Learning Center, specialized tutoring centers; e.) follow up , encouragement, and advice for students who have matriculated to other institutions or who have stopped out.</p>	2008	7 FT staff	\$280,000	Fund 13
<p>College Connections A pre-college program in 3 ISDs and 11 high schools for high school seniors who have not made a college plan by the fall of their senior year and seniors who indicate that Richland is their college choice. Once students have been accepted and assessed, retention efforts include: a.) providing a college preview event; b.) providing trouble-shooting</p>	2009	2 FT staff and 1 PT student assistant	\$80,000	Fund 11

Program Title and Description	Implementation Date (Semester and Year)	Staff Requirements (Number of staff required to implement program)	Program Cost	Source of Funds (Fund 11, Fund 12, Fund 13?)
<p>services for new-to-college students; c.) offering hands on FAFSA workshops; d.) informing by e-mail and print important days, critical information, and registration reminders; and e.) new for fall 12—how to choose a college major workshop.</p>				
<p>ACCESS 1-to-1 Lab Added Web page with FAQ's, links to online resources and on-campus resources; online tutoring for DSO students taking online classes; employing tutor with sign language fluency; including a Resource Checklist in initial tutoring session; added drop-in tutoring hours; moved lab from open area into conference room for better study/learning environment</p>	Fall 2008	1 Rehabilitation Specialist and part time tutors	\$9.78-12.34 for total of approximately \$23,800 per year	Fund 11
<p>Theatre Cross-Disciplinary Collaboration The Theatre Department collaborated with Richland's Women in Math and Science Club to create host interactive math activities prior to and during intermission of the Theatre Department's performances of the Pulitzer Award-winning play, <i>Proof</i>, to encourage women to become more interested studying mathematics and science.</p>	Spring 2012	1 Program Coordinator	No direct costs incurred as staffing was covered through Institutional Service	0