

Chapter 6



Integration of Instruction with Support Services: Functional Wiring

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With appreciation for contributions from:

American River College
Cabrillo College
Cerritos College
Chabot College
Coastline College
College of San Mateo
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Grossmont College
Los Angeles City College
Orange Coast College
Pasadena City College
Santa Barbara City College

Chapter 6

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Introduction

In order to help Basic skills students realize their academic dreams, the elements of the college that serve them must be wired together to effectively scaffold and sustain the learning under construction. Current research shows that the most effective programs for developmental learners are those which integrate instruction and student support services.¹ At its core, education is about human development, the intertwining of learning and identity. Those of us who provide instruction, academic support and student support share in a common purpose: student development, defined as “growth in students becoming progressively able to integrate and act on many different experiences and influences.”² Student development focuses not only on intellectual growth, but on affective and behavioral changes, as well. Theories and research in student development “encourage the collaborative efforts of student services professionals and faculty in enhancing student learning and maximizing student outcomes in higher education settings.”³ This chapter focuses on explicit strategies that wire together learning and identity, helping students to build structures that result in improved educational outcomes. A variety of collaborative approaches that engage basic skills students holistically will be explored.

A Necessary Foundation: Learning about Developmental Learners

“Each of us has a story and our stories make up our backgrounds. To ask us to enter the classroom and leave our stories behind is like asking us to give our selves up in order to learn- and then learning doesn’t take place.”

Anonymous student, 2008

Think about the Basic skills students that you know: hard working, perhaps uncertain about their abilities to succeed, but pushed by big plans and the many obstacles they must overcome. Basic skills students know they need a college education to achieve their dreams.

1 Center for Student Success. (2007, February). Basic Skills as a Foundation for Success in California Community Colleges. Sacramento, CA: California Community Colleges Chancellor's Office.

2 Sanford, (1967)

3 Evans, N., Forney, D., and Guido-Di Brito, (1998)

They want better opportunities and jobs to provide for their families. They have high aspirations. They also often have, however, little idea of what it takes to succeed in college or how to be a learner. They are “at risk” and function at the margins of the educational enterprise precisely because they lack a “learner identity.” Most do not yet know what it means to be a college student.

If we are to improve the success of basic skills students, we must attend to these issues, ones that often are not considered in the rush to deliver academic content to students. How the learner defines him or herself is intimately connected to the learner’s frame of mind, influencing his or her outlook toward learning. What is learned and how it is learned is influenced by one’s identity. If a student has yet to assume a learner identity, actively embracing and authoring their own learning, and has not moved from the margins to the center of the learning enterprise, he or she is not likely to be predisposed or inclined toward learning. Fortunately, identity is malleable and develops over time.

What do you believe influences a student’s identity?

- _____ family background
- _____ ethnicity
- _____ socioeconomic status
- _____ educational history/background
- _____ gender
- _____ religion
- _____ peers
- _____ personality factors
- _____ occupation

The answers to the quiz lie in this chart. Identity, or how we define ourselves, is a function of:

The way(s) we experience ourselves through participation with others and our environments, as well as by the way(s) we and others reify ourselves (defining the self through symbols, i.e., a degree from Stanford comes to equate to intelligence).	Our identity is formed by how we experience ourselves as we participate with others.
What is familiar and unfamiliar, comfortable and uncomfortable, understood and not understood.	Our identity is formed by our membership (and non-membership) in various communities.
Where we have been and where we are going.	Our identity is formed by our learning trajectory.
The ways we reconcile our various forms of membership into one identity.	Our identity is formed by the nexus of our community memberships.
Negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses.	Our identity is formed by how we, from our local position, engage globally.

Imagine a Basic skills student again. See him or her entering the classroom on the first day of classes. Look around the room. How many of these students’ identities are impacted by their lack of previous academic success? If a student does not yet see himself or herself as a learner, he or she is less likely to value and integrate the skills and knowledge that college

provides or recognize the value of behaviors that lead to learning. Many are more apt to be intent on memorizing material or finding ways of "getting through" without being discovered than investing themselves in learning.

Yet, "we develop skills and acquire knowledge in service of identity. In the formation of one's identity, learning can become a source of meaningfulness, generating social and personal energy."⁴ As educators, we know that learning is inherent in human nature. It is more than memorizing, and entails making sense or meaning of novel material and experiences. Intellectual development does not happen apart from social and emotional growth. How a student makes sense of things directly relates to his or her identity: definitions of self, how and what is perceived, and decisions about when and where to engage and participate. As the student at the beginning of this section so eloquently stated, learning can't take place when one is asked to give up one's self, to leave behind one's stories. Students learn holistically; their identity affects how and what is learned, while simultaneously (and paradoxically), learning affects their identity.

Traditional Silos of Practice

What can help this development to occur?

The answer to this question is not to do things as they have always been done. Traditional organizational structures found on college campuses do not necessarily further the holistic development of students, especially those in basic skills. Imagine the student you pictured above coming to college for the first time, trying to navigate through the maze of Instruction as we now have it organized: carved up into divisions, each comprised of a set of "related" academic departments. What class should he or she take first? How are the ones in different departments related to each other?

Student Services is likewise divided into discrete support areas ranging from orientation to financial aid to job placement services. Perhaps through the blur of registration the student learns about what is available. But, although connected, individual departments operate with separate staff and often in disparate locations throughout the campus. How will the student ever find what he or she needs? Sometimes staff from one service area are unaware of services or staff from another area. If the staff on our campuses can't navigate the complex terrain of the college services and offices, how in the world can we expect a student new to college to find his or her way? From the students' point of view, this can seem like the Winchester Mystery House, a maze of separate rooms filled with hidden staircases and secret passages.

Beyond being confusing to newcomers, silos have operational drawbacks, as well. Sharing resources is not traditionally considered. Several of the support services are funded by categorical means, and this can be a detriment because, although the categorical programs garner much-needed funds, this degree of autonomy can be counter-productive in perpetuating isolation. Not only do Instruction, Student Services and Academic Support Services each represent its own silo, but within each area, more sub-silos function relatively

⁴ Wenger, E. *Communities of Practice: Learning, Meaning and Identity* (1998)

independently. Each silo can be characterized as having its own physical location, staff, budget, record systems, reporting structures, schedules, etc. We have built a structure of silos within silos.

Now contrast this maze of separate silos, the Mystery House, with models of integration.

Transformational Learner Development: Integration of Instruction and Support Services

“Learning transforms who we are and what we can do; it is an experience of identity. It is not just an accumulation of skills and information, but a process of becoming...”

Etienne Wenger, 1998

Research shows that when Instruction and Support Services are intertwined in more holistic ways, authentic and relevant learning experiences—transformative experiences—take hold.⁵ To be effective, student services should not just be offered, but should be fully integrated into the structure of remedial programs, with counselors working closely with (instructional) faculty and being included in program planning and evaluation activities.^{6 7}

Furthermore, by aligning the institution’s educational mission, students’ characteristics and effective educational practices, we stand a better chance of promoting student success through relevant and authentic learning. Kuh, Kinzie and Whitt⁸ identify five clusters of effective practices to transform student performance:

- Academic challenge
- Active and collaborative learning
- Student–faculty interaction
- Enriching education experiences
- Supportive campus environment

The models presented below illustrate a range of integrated programs for enhancing positive student learning outcomes. Each model described positively impacts the learner’s identity, which in turn improves his or her learning potential.

Early Alert: Early warning and feedback about student performance is critical to developmental student success because these students often lack the mindfulness to successfully monitor their own progress. Rather than waiting for midterm grades, we must actively notify developmental students early on about concerns we may have about their academic performance. Here is where instructional faculty, counselors, peer mentors and

5 Center for Student Success. (2007, February). Basic Skills as a Foundation for Success in California Community Colleges. Sacramento, CA: California Community Colleges Chancellor's Office.

6 Boylan, H. R. & Saxon, D. P. (2002). What works in: Lessons from 30 years of research. Phoenix, AZ: League for innovation in the community college. Unpublished Document (ERIC Document Reproduction Service No. ED415932.

7 Maxwell, W., E.(1997).

8 Kuh,G. D., Kinzie, J. H., Whitt, E., J., (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey-Bass.

various other forms of academic support can provide some of the most important assistance needed by developmental learners. The sooner we take notice of students' engaging in "risky" academic behavior, the sooner we can act together to help them recognize the consequences of those behaviors on achieving their educational goals. Early intervention to get students back on track, well before the midterm, can make the difference between salvaging or wasting an entire semester. Early alert gives professionals, working together, an opportunity to mentor the at-risk student about college-readiness and the habits of mind and body needed to succeed in college.

Coastline Community College has created an Early Alert program to provide timely feedback to students about their academic progress as a way of assisting them in their college and vocational goals. Students become more aware of services and resources the college has to offer using individual instructor feedback. Early Alert gives instructors additional ways of communicating with their students regarding their current standing in each class. Students can view the services available to them online, and the faculty can automatically send Alerts by choosing from the menu. For more information, see <http://research.ccc.cccd.edu/ea/>.

Learning Communities/First Year Experience/Freshman Year Experience/Cohorts: In higher education, "learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. A variety of approaches are used to build these learning communities, with all intended to restructure the students' time, credit, and learning experiences to build community among students, between students and their teachers, and among faculty members and disciplines."⁹ Integration between academic content and student development courses taught with a learning community format is especially effective for developmental students, particularly when students are enrolled in these learning communities early on. Both students and faculty work closely together creating a supportive social safety net that serves to bring students who previously functioned on the margins of the educational enterprise into the center of activity, engaging more fully in their learning. Often, these communities serve as a bridge from a previous poor experience with education to one full of hope because students are learning how to learn and learning what it takes to be a college student.

Cabrillo College offers a cohort program called Digital Bridge Academy (DBA) that offers at-risk students a chance to reclaim a positive learning experience through community building in an accelerated, integrated learning environment. The program begins with a two-week foundation course that invests students in their learning and education, and assists in forming the depth of connection between students needed to withstand their fears of going to school. The two-week foundation course is then followed by a one semester, intensive cohort experience where students examine their previous experiences with education, communication styles, and other personal and interpersonal skills while taking a total of six courses that prepare them for a variety of careers (i.e. Computer Information Systems, Engineering, Business, Management, Allied Health majors, lab technician careers, Criminal Justice, Teaching, and other high-wage or high-demand fields). Each class is completely integrated with common learning objectives with assignments focused on a community-

⁹ <<http://www.evergreen.edu/washcenter/lcfaq.htm#21>>

based social justice primary research project. After the DBA semester, students are expected to take a full course load working toward their major, and can opt to participate in further DBA seminars or internships, but they are no longer required to stay together as a cohort. The program has shown a high degree of success in working with disadvantaged students who are not ready for college work. The program is thorough in its efforts to collect outcome data on persistence and completion rates, including demographic components, and evaluations of the program from students, program staff, and an external evaluator. Initial expectations anticipated a high attrition rate with DBA students; however, an external program evaluation found that on average 75% completed the accelerated Bridge Semester successfully with a grade of C or better. In addition, this 75% completed the semester with 12+ units (fulltime). Among those who had taken some college courses before entering the Academy, the mean grade point average improved from 1.61 prior to the Academy experience to 3.02 after. Students reported strong increases in motivation and self-efficacy, and rated the program very highly, in many cases calling it “life changing.”

Peer Tutoring and Mentoring: Peer Tutoring and Mentoring involves student-to-student help and aid in areas of academic, emotional, and socio-cultural adjustment college. Peer tutors/counselors/mentors are often assigned so that there is ongoing contact with students on a daily basis. In addition to teaching students appropriate classroom behavior, peer tutors/counselors/mentors are often placed in classrooms for the purpose of understanding all class assignments so that academic assistance can be provided in an informed, timely manner. Developmental students become “apprentices” as they learn how to learn and navigate the college system. Regular feedback is provided to the instructor for monitoring the students’ progress.

Faculty members participating in the Beacon Peer-Assisted Learning program at American River College select students who have successfully completed the target class. “After receiving training in group-tutoring techniques, these learning assistants work with students for two hours per week outside of the classroom. Data gathered over seven semesters demonstrates a significant improvement in achievement as Beacon students boast an 85 % success rate compared to a 57 % success rate for their non-Beacon counterparts enrolled in the same class, and the withdrawal rate for students in the program is seven % compared to 29 % for other students. Anecdotal comments from focus groups indicate that the program’s effect extends beyond the classroom, as students report that participation builds self-confidence, teaches them to work more cooperatively, improves problem-solving skills, and promotes the formation of friendships and a sense of community.”¹⁰

At Los Angeles City College, the "Pi Shop" course, established in 1998, uses one-on-one peer tutoring and mentoring for at-risk students to improve student enrollment, success rates, and retention in math courses. “The Pi Shop course provides students with a user-friendly, non-threatening environment in which they can get help with basic skills, address their math anxiety, hone their test-taking strategies, and engage in informal counseling and advising for their majors. Overall, Pi Shop students enjoy a much higher rate of success in their other math courses than do their non-Pi Shop peers. Participating students in both preparatory

¹⁰ Local Senates Exemplary Program Awards. 2007. Academic Senate for California Community Colleges. <<http://www.asccc.org/LocalSenates/Awards/Exemplary.htm>>April 10, 2008.

and advanced math classes have a success rate that exceeds that of their non-participating peers by nearly 30%. By offering an open, attractive, learning-centered environment for students of all backgrounds and skill levels, this program has humanized mathematics instruction and contributed to City College's mathematics department being one of the most actively engaged in student learning on campus.”¹¹

Extended Opportunity Programs and Services (EOPS): EOPS is a state-funded program designed to assist low income “at risk” students at the community college by providing counseling and support services to enhance retention, graduation, transfer and employment. EOPS offers educational planning; academic, career and personal counseling; and academic progress monitoring. In addition to peer advising and mentoring, students also receive priority registration, extensive orientation to college, and financial aid advising and workshops. Both California State University and University of California offer transfer application fee waivers and transfer workshops. Often developmental math and/or English instructional and counseling faculty teach together in learning communities targeting EOPS students to better integrate the educational experiences for the students.

The Grossmont College EOPS Student Success Plan “incorporates student success strategies for retention of students who are identified as one of the most at-risk groups: those who are both academically and educationally disadvantaged; and on academic probation. Through assessment and counseling, an individual Student Success Plan is developed and co-signed by both the student and the counselor. Follow up and intervention is provided throughout the semester with dramatic results. The percentage of students who have succeeded has been impressive. Their rate of retention is 67% as opposed to the usual 16% for this population. Students with a history of non-persistence continue to take classes and have real hopes of transferring to a four-year institution.”¹²

Puente Program:

The Puente Project “is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. Staff development and training programs prepare community college instructors and counselors with effective methodologies for improving the academic achievement of underserved students, working collaboratively across academic disciplines, and increasing community-based support for students and community college staff. Puente provides three areas of service to students: teaching, counseling, and mentoring. Instructional and student support services faculty work together, often in each other’s classrooms, to mentor the student into becoming a successful college student, graduate and future leader.”¹³

Puente was founded in 1981 at Chabot College. The program’s purpose was to improve the number of underrepresented disadvantaged students seeking to transfer to four-year colleges and universities. “Chabot’s Puente Program reports higher than average course completion

¹¹ Ibid.

¹² Ibid.

¹³ <http://www.puente.net/>

and success in basic skills and college level English; higher term-to-term persistence; higher graduation rates; higher transfer rates; increased course completion and success in developmental and college-level English; increased persistence, graduation, and transfer.”¹⁴

According to the annual Puente Project 2003 internal evaluation findings report:¹⁵

- Nearly twice as many Puente community college students transfer to four-year colleges or universities as do underrepresented students statewide; the rate is also significantly higher than that of the general community college student population.
- The term-to-term retention rate of Puente community college students is 92%, compared with 60 % for community college students statewide.
- From 1996 to 2000, an average of 80% of Puente community college students completed the pre transfer-level English course, compared to 51 % of non-Puente students. During the same period, 68% of the Puente students completed the transfer-level class, compared with 53% of non-Puente students.

Supplemental Instruction: Supplemental Instruction (SI) is “a student academic assistance program that increases academic performance and retention through its use of collaborative learning strategies. The SI program targets traditionally difficulty academic courses--those that typically have 30% or higher rate of D or F final course grades and/or withdrawals--and provides regularly scheduled, out-of-class, peer-facilitated sessions that offer students an opportunity to discuss and process course information.”¹⁶

The Supplemental Instruction/Mentor Academy (SI/MA) program at Los Angeles City College was “established in 2000 to assist students in high-risk general education courses. The program increases students’ retention, persistence, and social involvements by establishing study groups, encouraging students to become active learners, and increasing collaboration among students. These goals are achieved with the aid of volunteer mentors, chosen from a pool of qualified full-time students who have demonstrated a mastery of the course as well as strong communication and management skills. The mentors’ responsibilities include the organization of study groups, the preparation of study guides, and providing motivational support to students, as well as providing feedback to instructors. The program offers 30 sections in 12 disciplines, and serves about 1,000 students per semester. The responses of students surveyed about the effectiveness of the SI/MA program are overwhelmingly positive, and objective data supports the students’ sentiments – the success and retention rates of SI/MA participants are 61% and 81%, respectively, compared to just

¹⁴ Center for Student Success: Promising Practices Archive. January 21, 2008. Research and Planning Group for California Community Colleges.

<http://css.rpgroup.org/view_case.php?CaseID=56&ka_id=&offset=0&random=1976961514&Search=puente&> April 10, 2008.

¹⁵ Bridge to a Better Future: A State-of-the-Program Report from the Puente Project, 2003

¹⁶ Martin, et al., (1977)

44% and 63% for non-participating students.”¹⁷

The Gateway to Success at Santa Barbara City College is a “highly collaborative program to improve student success in the large transfer classes by providing high-quality supplementary instruction to selected students who, according to early assessment, may be at risk. Because they serve as gateways to fulfilling degree, certificate and transfer requirements, success in these core courses is critical for students in achieving their academic goals. The program provides a well-organized structure in which students interact with tutors who, in consultation with the instructor, provide students with highly focused supplemental tutoring. One instructor comments, ‘I am certain there are several students in each class who have been able to complete the class or have received a passing grade because of the assistance and guidance they received from the tutors.’ Program results clearly show that the success rates of Gateway students have substantially surpassed the average college success rate in every course every semester.”¹⁸

The Transfer Achievement Program (TAP) was created at Fullerton College “through a 1995 Title 3 Grant for Hispanic Serving Institutions, aiming to assist students who enter the college at the developmental level. Students are eligible to participate in the program based on their placement in math and English classes. Currently, TAP offers 16 courses in various physical and social sciences in addition to English and math. Participating students enroll in special sections that include involvement in additional supplemental instruction sections. Typically these are hour-long sessions in which student volunteers or “facilitators” offer support in course-related material under the supervision of the course instructor. The student facilitators, many of whom are previous graduates of the TAP program, monitor the progress of participating students and provide feedback to instructors. Regular evaluation of students’ progress enables timely response in cases where students are apparently failing in their coursework. In addition to supplementary coursework, TAP offers a Family Event and student orientation to motivate the students and their support network for the tasks ahead. Statistics show that, for courses in which TAP is offered, the success rates for TAP participants is 78%, compared to just 58% for students who do not participate in this program.”¹⁹

Service Learning: Service learning is a form of experiential education that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs. Community placements allow students to apply course theory in real world settings while making valuable community contributions. As part of the service learning process, students reflect on service activities. Students are encouraged to use critical thinking skills as they summarize and evaluate what they have learned through their service learning experience. Through the process students: 1) discover connections between what has been learned in the classroom and needs found in their community; 2) examine possible career choices; 3) acquire work experience; 4) increase their chances for transfer to a four-year college; and 5)

¹⁷ Local Senates Exemplary Program Awards. 2007. Academic Senate for California Community Colleges. <<http://www.asccc.org/LocalSenates/Awards/Exemplary.htm>>April 10, 2008.

¹⁸ Ibid.

¹⁹ Ibid.

apply what they've learned in the classroom to everyday situations, resolving real problems. Service Learning has a profound impact on student learning and identity. According to Astin, et al²⁰, "Service participation shows significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college."

Orange Coast College and Newport-Mesa Unified School District have collaborated extensively to develop a series of service learning projects that ensure that the college students learn the subject material while providing meaningful community service.

At Family Science Nights, OCC students design and construct projects which illustrate what they are studying in their class and then present these projects at local elementary schools at Family Science Nights. All of the projects are aligned with the California Science Standards to help children learn the basics of science. To date, they have put on 22 Family Science Nights. About 250 people attend each event. In addition, each year the Service Learning Office hosts a Community Science Night for local elementary schools. Over 3,000 children and family members attend the event and 70 projects throughout the science, technology, and allied health labs were displayed. Over 300 service learning students, 34 faculty members, 4 division deans, and 6 staff members participated in the event. At its Teaching Scholars Partnership, 8-10 OCC students are placed in the school district's classrooms to help teach science topics required by the California Science Standards. In addition, the students are required to enroll in a directed studies class in Education and attend weekly seminars with education professors to learn the tools to be effective tutors in K-12 classrooms. And finally, for its TEACH3 Program, Education Majors enrolled in Education 200 are required to tutor for 40 hours in a k-12 school. The college places about 25 students in the district's k-6 classrooms each semester. As a component to a communications course, 12 OCC students serve as mentors to at-risk high school sophomores in 3 local high schools, providing leadership and guidance to the high school students through discussion groups and one-on-one conversations. Students from college leadership classes help host a Senior Day at the college, where seniors from high schools in the district are invited to come to the college and learn about opportunities at Orange Coast College. Each year, over 5,000 seniors attend the event. Each spring, the Dance Department at OCC develops a program emphasizing Hispanic culture, the Fiesta Latina. This program is presented to Newport-Mesa Unified School District's K-12 schools and is performed by 20-30 OCC dance students. The collaboration between OCC and the Newport-Mesa Unified School District has greatly benefited both students and the community and has lessened the divide between K-12 schools and the community college.

Summer Bridge: Summer Bridge bridges the gap between high school and college; it is a program allowing high students, usually juniors and seniors, to get a head start on their college degree. Through Summer Bridge, high schools take community college courses during the summer between high school and college, and receive extensive support while doing it. The program often includes enriching activities, both academic and social, to help

²⁰ Astin, A., Vogelgesang, L., Ikeda, E., Yee, J., How service Learning Affects Students Higher Education Research Institute, University of California, Los Angeles. January, 2000

give students an idea of what to expect in college. Activities may include guest speakers, field trips, campus tours to acquaint students with campus life, resources, and support personnel. Academic workshops generally include a variety of topics, such as, How to Talk in Class; Discussion Techniques and Strategies; Critical Thinking: Complex, Sophisticated Ideas; Essay Overview; Writing about Literature and Non-Fiction. Socialization workshops include topics like College Etiquette; The Culture of Academia; How to Co-Mingle with College Students; Building Good Study Habits; Advocating for Oneself; Negotiating a College Bureaucracy.

Santa Barbara City College's Running Start program "began in 2001 when it recruited high-risk local high school students to participate in a summer bridge program, which participants in the program were introduced to a college curriculum and through increased personalized attention and came to know available student resources that enabled them to proceed with their education. In this full-time, six-week program, these high-risk high school graduates enroll in a College Success course, along with one other regular college course and peer tutorial meetings four times per week. Running Start also offers its participants the critical incentives of a weekly stipend, book grants, and transportation and meal vouchers, thereby eradicating the most commonly cited obstacles to attending summer school. In the past five years, 281 disadvantaged students have taken part in Running Start, 94.3% of whom were ethnically under-represented at SBCC; of these, 257 or 91.5% have enrolled in a subsequent fall semester of college, demonstrating an extraordinary program retention rate. Statistics show that a significant proportion of these students have continued to enroll in ensuing semesters as well, and that they persistently maintain an average GPA over 2.0. Also noteworthy is, according to the data already available, 22 of the 134 participants of Running Start's first three years have already earned degrees and/or certificates; and, although transfer statistics cannot yet be cited, two former participants are known to have earned bachelor's degrees in 2004. Such numbers indicate the program's commendable effectiveness in extending the benefits of an advanced education to individuals who might otherwise never aspire to more than a high school diploma."²¹

Engaging Content and Support Services Faculty in each other's Classrooms: Inviting faculty members from the Basic skills content areas to speak in Guidance courses, to introduce themselves and discuss their performance expectations and to provide some background on the subject area gives students a more realistic idea of what is ahead in their academic journeys. Students gain insight into the instructors' pedagogical styles and can engage with instructors in non-threatening environments. This practice occurs regularly in Puente programs across the state. Cerritos College has implemented this practice in some of its basic skills learning communities, as well. While there is no empirical data measuring the effects of this practice, comments from students indicate they feel a greater sense of caring and engagement with faculty when they see them in each other's classes. The basic skills students report a stronger relationship with faculty they see often.

²¹ Local Senates Exemplary Program Awards. 2007. Academic Senate for California Community Colleges. <<http://www.asccc.org/LocalSenates/Awards/Exemplary.htm>>April 10, 2008.