## BASIC SKILLS FUNDING REQUEST - STUDENT SUCCESS COMMITTEE

**Requester(s):** Kathy Boddicker  
**Department:** The Learning Center  
**Date:** 12/02/08  

**Name of Activity:** PILOT: Reading Plus Software  
**Total requested:** $4,500.00

Please review the list of committee funding principles below before filling out this form.  
Email the completed form to mccaslin@piercecollege.edu and goodmaji@piercecollege.edu.

### Description of the Project:
**Clearly and concisely describe your project.**

I would like to purchase a one-year, 25 concurrent user site license of READING PLUS, a developmental Reading Program for beginning through adult readers. The program is adaptive (it will adjust the curricular materials to meet the needs of the individual learner). It begins with a 20-30 minute computer based assessment to determine a student’s independent reading level, silent reading rate, and vocabulary level, and then prescribes the instructional program levels and content best suited to meet that student’s needs. **This program works on the physiology of reading** in that it measures (with a Visiograph) a student’s “Fundamental Reading Process” (their visual/functional, perceptual and information processing skills) and provides exercises to build perceptual/visual efficiency and perceptual processes essential for comfortable reading and effective comprehension. The exercises are designed to increase students’ vocabulary, while it develops contextual analysis skills. It builds automaticity in word recognition of core vocabulary and visual functional proficiency and alternative de-coding skills, which are basic prerequisites for the development of fluent reading.

### Results:
**What specific outcomes related to student success do you expect to come out of your project?**

I expect that this program will increase reading comprehension and fluency, analytical skills, vocabulary, and silent reading rates for the pilot group. If this is effective, I would like to purchase a 3-year license (as described below) and make this program accessible to all students through the Learning Center’s Computer Lab as an essential skills resource. At that point, faculty might consider bringing their classes into the Lab for a demonstration of the program so that their students know (firsthand) what resources are available to them and where they are located. Students who have used a lab in a class situation may be more comfortable to use the center independently because of increased familiarity with the facility and the program.

### Coordination:
**What other departments/areas, if any, will be involved in this project. Describe how.**

None initially; this will all be done within the Learning Center, with the SP 09 Learning Skills LS 1 Class, which I will teach. Later, it might require coordination with department chairs and faculty via agenda items at DC meeting, APC, or through classroom presentations of TLC programs and services.

### Evaluation:
**Describe how you will assess the effectiveness of this activity.**

We will use the program’s assessment tools at the beginning of the semester to place students and at the end of the semester we will determine the program’s effectiveness based on student scores and progress through the curriculum. We will also survey students for anecdotal information relative to the program (i.e. interest level, ease of use, effectiveness, etc).

### Funding Breakdown:
**If appropriate, provide a general breakdown of the total funding request.**

Funding for the pilot program is $4,500 for one year; if we decide that the program is effective and we would like to purchase a 3-year license, we may apply the $4,500 toward that cost ($18,500), after which we will own the program. We will then be required to pay an online hosting fee of $2,250.00 per year, which will include all updates and faculty support & training.
General Principles Regarding Funding of Student Success Projects
Dec. 2007

- Projects should be piloted first, i.e. carried out on a limited basis with their progress evaluated before continued support is provided and because of the limited amount of committee funds
- Projects should include a built-in assessment component and outcomes to be able to evaluate their performance
- Departmentally focused projects should have been discussed with and have some support from originating departments and the dean
- Projects should reflect alignment with the Basic Skills literature review (Basic Skills as a Foundation for Student Success in California Community Colleges [http://www.cccbsi.org/Websites/basicskills/Images/Lit_Review_Student_Success.pdf])
- The ownership of intellectual property will be governed by Article 41 of the 2005-8 faculty contract. ([http://www.laccd.edu/collective_bargaining_agreements/AFT/aft.htm](http://www.laccd.edu/collective_bargaining_agreements/AFT/aft.htm)).
- Since there are multiple funding sources besides Student Success funds possible for supporting projects, the committee will consider and recommend what the appropriate means for funding will be. Ways of compensating for faculty time could include reassigned time (contingent on President’s approval), hourly pay, a stipend, professional development credit or other sources of funds.