ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

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California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

California Community Colleges 2015-16 Basic Skills Initiative Program

Welcome to the California Community Colleges 2015-16 ESL/Basic Skills Initiative online submission process. This online form and process is designed to collect information on the goals, activities and expenditures for colleges in the 2015-16 fiscal year. Prior to clicking on the "Submit" button you will be given an opportunity to review the information you have entered into the online form. You can go back to the appropriate page and correct any errors or omissions. At the conclusion of the online process you will be emailed a PDF copy of your submission to review for errors and omissions.

This online process is part of a dual method of submitting information. The first part is the submission of the information into this online form.

The second part of the procedure is the completion of a certification form by senior college officials who certify that the information submitted via the online process is accurate and true. The certification form titled, BSI-001 ESL/Basic Skills Certification Form, requires original signatures from the following individuals:

1. **Chief Executive Officer,**
2. **Chief Academic Officer,**
3. **Chief Business Officer,**
4. **College Academic Senate President, and**
5. **Basic Skills Coordinator**

This form can be accessed at the following URL: **http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx** **Please print this form and obtain the required signatures.**

NOTES: Reminder that in 2015-16 the only funds that can be carried forward is the 2014-2015 allocation:
(1) Colleges now have TWO (2) years to expend funds and
(2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office. When prompted enter the total planned expenditures by category through the expiration of the funds on July 1, 2016.

SAVE AND CONTINUE BUTTON

This online form contains a "Save and Continue" button located at the top of the page. This button allows the user to save their information and continue it at another time and/or on another computer. In order to save information on a page you must go to the next page and click on the "Save and Continue" button. The form will ask you for your name and email address and will send you an editable link to access your incomplete form. If you do not go to the next page and perform this function the information on the current page will not be saved.

ESSAY QUESTIONS/RESPONSES

Essay Questions/Responses in this form has unlimited space for characters and words and will not be constrained by the amount of text that is entered.

1) Enter Today's Date

September 25, 2015

Basic Skills Coordinator Contact Information

Please enter the information for the primary Basic Skills Contact.

2) Please fill out the form below to update the college's Basic Skills coordinator.

First Name*: Beth

Name*: Kelley

Title: Professor

District: Grossmont-Cuyamaca Community College District

College: Grossmont College

Email Address*: beth.kelley@gcccd.edu

Phone Number*: 619-644-7405

Fax Number: 619-668-1612

Mobile Phone*: 619-764-9837

3) How do you prefer to be contacted?

( ) Phone

(X) Email

The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

This page describes the process of submitting the online form for the California Community Colleges 2015-16 Basic Skills Initiative.

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS
1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.
2. Please ensure each item is completed.
3. Please follow the instructions on page 1 regarding how to submit signatures.
4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.
5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.

Contact: If you have any questions regarding program expenditures or the submission of the online form, please send your questions to basicskills@cccco.edu.

4) Basic Skills Program for 2015-16 narrative response.
Respond to the following 5 questions:*

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

1. Synchronized college planning processes: Past processes for planning, implementing and evaluating basic skills funded programs occurred within the college's Basic Skills Committee. In Fall of 2014, a significant step was taken to institutionalize the planning component of basic skills funded programs and projects by integrating these programs into the college-wide planning process where proposals are evaluated and ranked through the integrated college process prior to being funded. The college-wide planning process includes use of a central database (TracDat) that houses planning proposals, status updates, and SLO's. Basic skills programs and projects now follow the same funding approval process as the programs across campus. This will allow the opportunity for ongoing basic skills projects and activities that have proven to be effective to be prioritized and considered for institutionalization. In addition to the institutionalization of the funding process, the completion of the basic skills sequence in English and math has become the focus of college-wide discussions and will likely be a targeted goal in the preparation of our new college strategic plan.

2. Revisit the coordination and involvement of basic skills programs/services/activities throughout campus: As part of college efforts to both identify and ameliorate the basic skills needs of our students, we are taking a more focused look at key positions and entities that are crucial to success. Discussions at the Basic Skills Committee affirmed the need for a wider view in an effort to establish a critical mass while also providing ongoing targeted services whenever feasible. We are in the process of adding division representatives to the Basic Skills Committee who may not necessarily represent a basic skills entity. In addition, the Committee has discussed replacing the VP of Student

Services as co-chair with the Associate Dean of Student Equity with the caveat that the VP of Student Services serve in an advisory position.

3. <u>East County Education Alliance</u>: As part of efforts by Grossmont-Cuyamaca Community College District (GCCCD) and Grossmont Union High School District (GUHSD), we have established a partnership to collaborate on curriculum alignment, college preparation, dual enrollment programs and classes for high school students, as well as expand the range of communication mediums for students, parents and community members to stay informed.

What are the obstacles to doing so?

<u>Widen the basic skills perspective</u>: Although systemwide data indicates that well over 70% of our students have basic skills needs, faculty outside of basic skills-centric programs are not vested in moving the needle. To institutionalize and create a culture valuing the need for basic skill development across disciplines, the discussion needs to be on a larger, campuswide level. We need to educate more faculty, encourage them to address the success of the basic skills students within their classes, and continue to create opportunities to bridge student services and instructional gaps. Basic skills programs and projects are often considered within a separate silo and the culture needs to shift.

<u>The process of utilizing a single shared technology resource (TracDat)</u>: Although department chairs are familiar with using TracDat, not all Basic Skills representatives have experience using this tool. As such, learning how to use TracDat efficiently for some is an obstacle.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

a. Learning Communities: *Project Success* and *Freshman Academy*
b. Embedded Tutoring
c. Faculty Summer Institute
d. Umoja Program
e. Math Academy; Math Curriculum activities
f. Extended Opportunity Programs and Services (EOPS) Summer Institute
g. Integrative Learning Project: *One Theme, One Campus: Water*

How were you able to successfully accomplish the process of expanding or " scaling up" these successful projects and programs? (Please provide descriptions for each project/program).

Learning Communities – *Project Success* is our longstanding learning communities program, and our first-year experience program, the *Freshman Academy*, is now in its third year of implementation. During the 2014/2015 academic year, the Project Success

coordinator collaborated with Freshman Academy coordinators to build an interdisciplinary and more seamless learning community pathway from our developmental composition links to our transfer-level interdisciplinary links, for the benefit of students enrolled in both programs. As a result, there are learning community options for both first-year as well as all interested students beyond just the developmental level. For example, three transfer-level interdisciplinary links were added, including college composition linked with chemistry; college composition linked with sociology; and beginning in fall 2015, college composition linked with statistics. Before this collaboration, first-year experience students had few options for the second semester and the coordinators of both programs were in the position of competing for interdisciplinary links. Coordinators from both programs also initiated the *One Theme, One Campus Water Project* in order to spread the benefits of integrative learning beyond our traditional learning communities.

Embedded Tutoring: We now have embedded tutoring in ESL and English classes.
<u>ESL</u> piloted embedded tutoring with two tutors/teaching assistants in 2014, and we have since quadrupled the program with hope for even greater success and retention in 2015-2016. All must complete ESL tutor training sessions before working in classes or in extra-class sessions. In addition to tutors hired through basic skill funds, we also employ federal work study students (5) as embedded tutors, teacher assistants, and interpreters in levels one and two of our seven-level program. Thus, with a total of 13 embedded tutors, teacher assistants, and interpreters, ESL is now more supported at the beginning levels than we have ever been in our history. We are proud to note that Grossmont ESL is currently third in the State according to the State Scorecard with a 62.5% (n. 288) success rate.

<u>English reading/writing</u>: A limited number of embedded tutors in Basic Skills English reading and/or writing courses have been in place now for a number of years. Due to their continued success in supporting student learning, Basic Skills funds have allowed for placement of more embedded tutors. At present, the Learning Skills Coordinator, who has oversight over the embedded tutors in the English Department, is developing embedded tutor training manuals so that tutors enter the classroom with common knowledge and/or expectations relative to working with various groups of students.

Faculty Summer Institute: This project is an intensive, multi-day professional development activity for both basic skills and non-basic skills faculty. Workshops develop new teaching practices and strategies that enhance the learning needs of all students, especially those at risk of failure. The purpose of the 2015 summer institute was to learn about best practices for reducing inequity in student outcomes.

Umoja Program: ECS-Umoja (Ensuring College Success) is designed to support the persistence and retention of African/African American students toward defined educational goals: Certificates of Achievements, Associate Degree and University Transfer. Our program includes Instructional and Student Services support. We

collaborate with local campuses and other state-wide programs. Grossmont College is an official Umoja Consortium member and has developed ECS-Umoja using Statewide Umoja design principles and shares the same mission, educational philosophy, and principles. The program successfully expanded employment and community involvement, exponentially increased participation rates (30-40 students in fall 2011 to 140-150 students in spring 2015), and graduated the largest transfer class in the spring semester of 2015. We were able to achieve in these areas by:

- Partnering with Admissions to identify students self-identify as Black or African-American on the admissions application to send an Umoja program invitation letter
- Referrals from instructional and Student Services departments, in particular, English, Math, History, Counseling, EOPS, DSPS, and Career Center
- Presentations to the Athletic Department
- Active participation of Umoja students in college community (in-reach)
- Regular E-mail alerts to all new and current Black students on campus
- Telephone calls to prospective students
- Collaborating with financial aid work study students, the W.O.W. first week of awareness and recruitment efforts
- Offering professional development sessions to inform faculty of the program·
- Partnering with financial aid, priority file processing for Umoja students
- Increased hours for staff to utilize texting and phone calls for student follow-up
- The program provides a dedicated space on campus that is specifically dedicated for Umoja students as a Study Hall twice a week. We held 'Umoja Real Talk' activities and/or Life Skills workshops twice a month to provide time for students to come together and socialize over food and important Social Justice issues.
- Linking with a counseling class and a Black History course (examples below)

Department	Course #	Description	Units
History	HIST 180	U.S. History: Black Perspectives I (Fall)	3
Counseling	COUN 110	Career Decision Making (Fall)	1
History	HIST 181	U.S. History: Black Perspectives II (Spring)	3
Counseling	COUN 130	Study Skills & Time Management (Spring)	1

Math Academy: Math Academy compresses two semester-length courses, Pre-Algebra (M88) and Elementary Algebra (M90), into a single semester-length course. The students are also provided textbooks. The compression of courses was expanded to combine the Elementary Algebra (M90) course with the Intermediate Algebra (M103).

Math Lecture Notes: This year we implemented a new lecture notebook (workbook) for the students in math 90. We also hold monthly developmental math meetings with all Math 88/90 instructors to discuss the use of the workbooks and class activities.

EOPS Summer Institute: The EOPS Summer Institute has been a key part of the college's basic skills plan for several years. The program saw an expansion of an additional cohort in each of the last two years (2014 and 2015) for a total of three cohorts of approximately 25 students each. Each cohort enrolls in a learning community that links a basic skills math or English course with a counseling course, and provides students with the critical support needed to make the successful transition to college.

One Theme, One Campus: Water –Rather than focus on a central book or author for the year, the project examined a centrally connective theme (water) that is interdisciplinary and ongoing. Malnarich and Lardner (2008) have stated that "students persist in their studies if the learning they experience is meaningful, deeply engaging, and relevant to their lives." This is the purpose of the One Theme, One Campus Water Project. The Water Project also applies the principles of integrative learning by providing students with opportunities to understand the connections between their general education courses. Students and instructors opt to select literature of interest to them or incorporate water-related projects relevant to their disciplines. Any instructor can participate by sharing resources, assignments, and project ideas. In addition, instructors collaborate through organized professional development activities targeted toward the theme.

How are you integrating your basic skills efforts with your college's SSSP plans?

a. As part of the East County Education Alliance, we have been working to align and articulate high school and college coursework
b. Provide orientations for students involved in the following college programs:
   - UMOJA
   - Freshman Academy
   - *Note: The Basic Skills Committee has identified student services processes such as orientation, assessment, and outreach as primary foci for the upcoming 15-16 year*
   - Grossmont College ESL and Counseling are bringing back face-to-face orientations for resident students, including a one-hour orientation to the college and our ESL program at Grossmont, an advisement session on what classes to take, and instruction in how to register for classes with help from ESL instructors, bilingual ambassadors, and academic counselors. We will offer four sessions in preparation for Spring 2016 funded as part of the SSSP plan.
c. A *Freshman Academy* counselor is responsible for developing and implementing orientation workshops (0.4 FTE)
d. Improved various Assessment and Placement tools and processes that are focused on first-time college freshmen:

- Improved tools and processes associated with ACCUPLACER testing (for math and/or English placement) offered on campus and/or at high schools
- GC ESL Early Assessment Opportunity: offers the ESL placement assessment tests on campus and/or at high schools as well as earlier enrollment
- "MathLand" paper practice questions offered through the Counseling and Assessment offices
- Pre-assessment preparation on both the English and Math Department websites
- Note: One student services facilitator conducts assessment sessions at local high schools for the *New Student Transitions* program

e. A 'virtual' advisor is available to students after they complete English and Math assessment (which gives students first semester course suggestions as an abbreviated Ed plan)

f. The EOPS Summer Institute Program provides advising, short-term Ed plan, and includes a counseling course which helps to develop a comprehensive Ed plan

g. Student services and academic affairs collaborated on a Title 5 grant application, which was granted September 2015.

How are you integrating your basic skills efforts with your college's Student Equity plans?

A major boost to our college's Student Equity plans was the approval of a new position: Associate Dean, Student Success and Equity. During the Spring 2015 semester, the Basic Skills Committee discussed the notion of the person hired for this position serving as co-chair of the Basic Skills Committee. The position was filled in August 2015, and the co-chair position discussion continues.

Prepared by the College Planning and Institutional Effectiveness division and the district Office of Research, Planning, and Institutional Effectiveness, the *2015 Key Performance Indicators* document reports the disproportionate impact for several subgroups of students such as African Americans, foster youth, and Hispanics. This report informs several college efforts including Grossmont Colleges' inclusion in the 2015 cohort of <u>Achieving the Dream</u>. The Basic Skills Committee, along with many other councils, committees, and/or task forces will be using these data to plot a few key interventions aimed at reducing said disproportionate impact on the named student groups. As an example, the college has already identified that our African-American and Hispanic students are disproportionately-impacted in completion of both the basic skills math and English sequences.

Designated as a Hispanic Serving Institution, Grossmont College has been researching the implementation of high impact practices and programs such as The Puente Project. Our community also welcomes large numbers of international students from all over the world as well as refugees from Vietnam, Iraq, Iran, Afghanistan, Somalia, Syria, and more. Our international, multi-ethnic college culture demands our need to bolster student services and instruction for ESL students.

Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 below, you need to access the <u>Basic Skills Cohort Progress Tracking Tool</u> on the Chancellor's Office website (<u>http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx</u>).

Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <u>http://3csn.org/basic-skills-cohort-tracking-tool/</u>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. <u>https://www.youtube.com/watch?v=opNNhIizi1o</u>. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL . <u>https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1</u>. The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: <u>https://www.youtube.com/watch?v=n7Dx8yAqfbM</u>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5) To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

Based on an examination of the data in the Excel spreadsheet, the overall success rate of 75% for students in developmental English writing coursework was consistent between cohort years (2011-13 and 2013-15). By delving a bit more deeply into the Basic Skills Tracker data (beginning with each cohort's fall semester), we find students who start at progressively lower levels, are less likely to successfully complete a transfer-level English class. While this is not an unusual finding, the college did see some improvement in success rates between cohort years, especially for those students starting at two levels below transfer (see Table 1- attached).

Table 1: BASIC SKILLS COHORT TRACKER – ENGLISH WRITING		
Starting Levels Below	**% transfer-level success (2011-13)**	**% transfer-level success (2013-15)**
3	17	16
2	28	37
1	51	58

In addition to the data gathered from the cohort-tracker, the college recently analyzed local data for first-time Grossmont College students in order to determine transfer-level completion rates. Overall, 50 to 54% of all first-time students completed a transfer-level English course within three years. However, for those students in the 2010 cohort whose first class in the subject area was a developmental course, on average 33% were successful in doing so. That number improved slightly (to 37%) for the 2012 cohort. Among the disproportionately-impacted groups within the 2010 cohort, African American/Black students succeeded in completing a transfer-level English course only 19% of the time and Hispanic/Latino students did so 31% of the time. While there was a slight increase in all 2012 cohort groups reported in the table below, the overall success rates remain low and are the subject of the interventions outlined in this plan (see Table 2 attached).

Table 2: LOCAL DATA - ENGLISH		
Population (began in developmental course)	**% transfer-level success (2010-13)**	**% transfer-level success (2012-15)**
Average	33	37
African American/Black	19	24
Hispanic/Latino	31	33
White	37	46

English-Reading Discipline

As with English writing, the overall success rate of 75% for students in developmental English reading coursework was consistent between cohort years (2011-13 and 2013-15). Progress in developmental reading courses is documented on the Basic Skills Cohort Tracker up through the completion of one level below transfer, at which point a student moves into a transfer-level course. In addition, reading courses are supplemental and recommended, thus not all students continue into the next level course. Therefore, sequence data from the Tracker are not all that informative.

Mathematics-Discipline

Based on an examination of the data in the Excel spreadsheet, the overall success rate of 64% for students in developmental math coursework was consistent between cohort years (2011-13 and 2013-15). In examining the Basic Skills Tracker data (see Table 3 attached) for sequence progression, we see in the 2011 cohort year (beginning with each cohort's fall semester) that students who started at two levels below transfer were less likely to successfully complete a transfer-level course than those that started at other levels. There is a significant drop in success rates at the lowest two levels between the 2011 and 2013 cohort years. It is important to note that in 2013, the college switched its assessment instrument to Accuplacer and developed new cut scores. After an initial round of assessment, those cut scores were validated and revised. The revised cut scores went into effect for the spring 2015 assessment cycle (for summer 2015 placement).

Table 3 - BASIC SKILLS COHORT TRACKER - MATH		
Starting Levels Below	**% transfer-level success (2011-13)**	**% transfer-level success (2013-15)**
3	41	2
2	13	10
1	35	31

In addition to the data gathered from the cohort-tracker, the college recently analyzed local data for first-time Grossmont College students in order to determine transfer-level completion rates. Overall, 40 to 43% of all first-time students completed a transfer-level math course within three years. However, for those students in the 2010 cohort whose first class in the subject area was a developmental course, on average only 10% were successful in doing so. That number improved slightly (to 16%) for the 2012 cohort. Among the disproportionately-impacted groups within the 2010 cohort, African American/Black students succeeded in completing a transfer-level math course only 2% of the time and Hispanic/Latino students did so 6% of the time. While there was a slight increase in all 2012 cohort groups reported in the attached Table 4, the overall success rates remain low and are the subject of the interventions outlined in this plan.

Table 4 - LOCAL DATA - MATH

Population (began in developmental course)	% transfer-level success (2010-13)	% transfer-level success (2012-15)
Average	10	16
African American/Black	2	13
Hispanic/Latino	6	14
White	15	18

ESL-Integrated Discipline

There are no applicable courses within this section.

ESL Writing-Discipline

Based on an examination of the data in the Excel spreadsheet, the overall success rate of 72-73% for students in developmental ESL writing coursework was consistent between cohort years (2011-13 and 2013-15). Progress in ESL writing courses is documented on the Basic Skills Cohort Tracker up through the completion of one level below transfer, at which point a student moves into a transfer-level English course. As indicated in the attached Table 5, the success rates of students who begin in ESL coursework at up to three levels below transfer level and go on to complete a transfer-level English course are remarkably consistent between cohort years. At the same time, there is opportunity to improve upon the success rates of those students who start at lower levels through the interventions outlined in this plan.

Table 5 - BASIC SKILLS COHORT TRACKER – ESL WRITING		
Starting Levels Below	% transfer-level success (2011-13)	% transfer-level success (2013-15)
3	13	14
2	39	40
1	51	51

ESL Reading-Discipline

ESL reading data is not available on the Basic Skills Cohort Tracker for the 2011-13 cohort year, but the overall success rate for the 2013-15 cohort year was 77%. As with English, ESL reading courses are supplemental and recommended, and not all students continue into the next level course. Thus ESL reading sequence data from the Tracker are not all that informative.

6) Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. <u>Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.</u>

If you did not use any noncredit courses for the specified area please enter "Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

( ) Yes

(x) No

English-Writing Discipline

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English-Reading Discipline

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Mathematics-Discipline

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ESL-Integrated Discipline

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ESL Writing-Discipline

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ESL Reading-Discipline

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Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2015-2016 action plan.

Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2015-2016 that are allocated to each goal.

7) Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

Insert your long-term goals from the report you submitted last year and add any new goals identified for future years.

1. Evaluate and improve assessment procedures and monitor results in order to ensure appropriate student placement
2. Improve success, retention, and persistence for historically underrepresented populations
3. Increase the percentage of developmental students who succeed in a subsequent transfer-level course

8) Long Term Goals for 2015-16

Identify up to 5 goals the college will be focusing on for 2015-16.

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	Evaluate and improve assessment procedures and monitor results in order to ensure appropriate student placement	$20,911
Long Term Goal #2	B	Improve success, retention, and persistence for historically underrepresented populations	$67,421
Long Term Goal #3	C	Increase the percentage of developmental students who succeed in a subsequent transfer-level course	$65,531
Long Term Goal #4	___	___	___
Long Term Goal #5	___	___	___

Long Term Goal Total*

This question checks the addition of the budgeted amount entered in question #8 above for the Long Term Goals. Please enter the amount from the above question.

$20,911   Long Term Goal #1 Amount

$67,421   Long Term Goal #2 Amount

$65,531   Long Term Goal #3 Amount

_____   Long Term Goal #4 Amount

_____   Long Term Goal #5 Amount

9) Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.*

List the amount of each expenditure summarized by category

$44,097   Program and Curriculum Planning and Development

$4,493   Student Assessment

$4,494   Advisement and Counseling Services

$44,990   Supplemental Instruction and Tutoring

$18,000   Coordination & Research

$35,989   Professional Development

Comments:

Action Plan Template

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

10) Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long - Term Goal ID	Target Date for Completion (mm/dd /yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity. b. Associated Long-Term Goal ID: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal. c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved. d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity. e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes. f. Funds: Include only							

the funds from your 2015-2016 allocation that will be spent on conducting this item.							
Activity #1	Support and monitor programs specifically devoted to improving the retention, success, and persistence of historically underrepresented students.	B, C	06/30/2016	___	1)Basic Skills Committee, Inst'l Research, Inst'l Effectiveness Council, Umoja & EOPS Coordinators 2)Basic Skills Com; VPSS, VPAA 3)Basic Skills Committee, Assoc. Dean Student Success & Equity, Financial Aid Dept. 4)Basic Skills Committee, VPSS, Assoc. Dean Student Success & Equity 5)Basic Skills Committee, VPAA, Assoc. Dean Student Success & Equity	1)Persistence, success, and retention rates of Umoja, EOPS Summer Institute students will be compared to similar students who did not participate in the programs 2)Maintain BSI Coordinator position 3)Explore retention programs (including Puente) that target historically underrepresented students 4)Explore comprehensive tutoring services and supplemental instruction that include a system for tracking usage 5)Explore noncredit offerings	$86,228
Activity #2	Provide professional development opportunities that will contribute to ongoing efforts to increase student success	A, B, C	06/30/2016	___	1) Project Success Coordinator, Freshman Academy Coordinators, Professional Development Chairs 2) Basic Skills Committee, Professional Development Committee 3) Basic Skills Committee 4) Basic Skills Committee, Professional Development Committee	1) More contextualized integrated assignments created in all Freshman Academy and Project Success learning communities. Integrated pathways from developmental to transfer-level courses will be strengthened 2) Focused professional development opportunities will be sought out and provided to address pedagogical issues/strategies needed to address equity gaps (e.g., Faculty Summer Institute)	$46,048

						3) Teams will attend AMATYC, NADE, CRLA, CAP, Accuplacer, and other relevant conferences 4) Training for use of new assessment methods and/or equipment	
Activity #3	Gather and utilize disaggregated data to monitor success, retention, and persistence for historically underrepresented populations enrolled in a developmental course sequence	B	06/30/2016	___	1) Basic Skills Committee, Institutional Excellence Council 2) Student Success Committee; Basic Skills Committee, Assoc. Dean Student Success & Equity, VPSS, Institutional Excellence Council 3) Basic Skills Committee, Institutional Excellence Council; Assoc. Dean of Student Success & Equity	1) Multiple cohort data from Math, English, and ESL developmental cohorts will be analyzed 2) Data will be used to inform creation of, and implementation and integration of 3 plans: Basic Skills, Student Services, and Student Equity 3) Qualitative data by way of student surveys and focus groups will be gathered to supplement quantitative information in order to identify and address student perspectives on how to improve success, retention, and persistence	$675
Activity #4	Continue to promote and integrate existing student support services	A, B, C	06/30/2016		1) VPSS, Project Success Coordinator, Assoc. Dean Student Success & Equity 2) Math, English, and ESL departments 3) Math, English Departments 4) Basic Skills Committee, Dean Counseling; VPSS, VPAA, Assoc. Dean Student Success & Equity 5) Basic Skills Committee; VPSS, Assoc. Dean Student Equity; Dean Counseling	1) Continue work on an integrated student success approach 2) Embedded tutoring will be expanded in Math, English, ESL, and other appropriate disciplines 3) Assessment prep will be promoted and expanded to reach more students 4) Explore embedded counseling services within basic skills classes and programs 5) Map out policies and practices for Outreach, Assessment/Placement, and Counseling pathways/services/technology for basic skills retention and completion	$0
Activity #5	Continue to improve assessment and	A, B, C	06/30/2016	___	1) Math and English departments, Student	1) Offer assessment prep workshops to students	$20,912

| | placement | | | | Services
2) Basic Skills Committee, VPSS, Assoc. Dean Student Success & Equity
3) English department | 2) Implement effective messaging (course recommendations and sequence information) during placement process
3) Develop and implement a new reading diagnostic test and pilot | |

Additional Activity Page to enter more activities. By selecting yes to this question you will generate an additional page to enter up to five additional activities.

11) Do you want to add an additional page to enter more activities? If yes check the Yes button.

( ) Yes

(X) No

Action Plan Template (Additional Activities)

This is an additional page for your activities. It is activated to accommodate additional activities beyond the previous five (5) activities on the previous page.

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

12) Action Plan Activity Grid/Table

a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.

b. Associated Long-Term Goal ID: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.

c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.

d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.

e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

f. Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	**Associated Long-Term Goal ID**	**Target Date for Completion (mm/dd/yyyy)**	**Responsible Person**	**Responsible Department**	**Measurable Outcomes**	**Funds**
Activity #6	___	___	___	___	___	___	___
Activity #7	___	___	___	___	___	___	___
Activity #8	___	___	___	___	___	___	___
Activity #9	___	___	___	___	___	___	___
Activity #10	___	___	___	___	___	___	___

Additional Activity Page to enter more activities. By selecting yes to this question you will generate an additional page to enter up to five additional activities.

13) Do you want to add another (second) additional page to enter more activities? If yes check the Yes button.

( ) Yes

( ) No

Action Plan Template (Additional Activities)

This is an additional page for your activities. It is activated to accommodate additional activities beyond the previous ten (10) activities on the previous two pages.

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

14) Action Plan Activity Grid/Table

a. <u>Activity</u>: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.

b. <u>Associated Long-Term Goal ID:</u> Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.

c. <u>Target Date for Completion:</u> Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.

d. <u>Responsible Person(s)/Department(s):</u> Enter the names or positions of those who will oversee this activity.

e. <u>Measurable Outcome(s):</u> Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

f. <u>Funds:</u> Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	**Associated Long-Term Goal ID**	**Target Date for Completion (mm/dd/yyyy)**	**Responsible Person**	**Responsible Department**	**Measurable Outcomes**	**Funds**
Activity #11	___	___	___	___	___	___	___
Activity #12	___	___	___	___	___	___	___
Activity #13	___	___	___	___	___	___	___
Activity #14	___	___	___	___	___	___	___
Activity #15	___	___	___	___	___	___	___

Additional Activity Page to enter more activities. By selecting yes to this question you will generate a third page to enter up to another five additional activities.

15) Do you want to add another (third) additional page to enter more activities? If yes check the Yes button.

( ) Yes

( ) No

Action Plan Template (Additional Activities)

This is an additional page for your activities. It is activated to accommodate additional activities beyond the previous fifteen (15) activities on the previous three pages.

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

16) Action Plan Activity Grid/Table

a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
b. Associated Long-Term Goal ID: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.
c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
f. Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	**Associated Long-Term Goal ID**	**Target Date for Completion (mm/dd/yyyy)**	**Responsible Person**	**Responsible Department**	**Measurable Outcomes**	**Funds**
Activity #16	___	___	___	___	___	___	___
Activity #17	___	___	___	___	___	___	___
Activity #18	___	___	___	___	___	___	___
Activity #19	___	___	___	___	___	___	___
Activity #20	___	___	___	___	___	___	___

Additional Activity Page to enter more activities. By selecting yes to this question you will generate a fourth page to enter up to another five additional activities.

17) Do you want to add another (fourth) additional page to enter more activities? If yes check the Yes button.

( ) Yes

( ) No

Action Plan Template (Additional Activities)

This is an additional page for your activities. It is activated to accommodate additional activities beyond the previous twenty (20) activities on the previous four pages.

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

18) Action Plan Activity Grid/Table

a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
b. Associated Long-Term Goal ID: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.
c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
f. Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #21	___	___	___	___	___	___	___
Activity #22	___	___	___	___	___	___	___
Activity #23	___	___	___	___	___	___	___
Activity #24	___	___	___	___	___	___	___
Activity #25	___	___	___	___	___	___	___

Review Form

This page is designed to allow you to review your form's responses before finalizing it. If you have not used the "Save and Continue" button at the top of the page now would be a good time to do so. If you submit the form without doing so you will not be able to access it without contacting the Chancellor's Office to obtain an editable link.

By using the "Save and Continue" button at the top of the page you will receive an editable link that will allow you to re-enter the form and correct any item.

Thank You!

**Thank you for completing the ESL/Basic Skills Online Submission Form.. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form.
http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx**