

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

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

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### 1. Enter Today's Date

10/3/2015

## 2. Basic Skills Coordinator Contact Information

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

#### First Name

Joshua

#### Name

Scott

#### Title

Professor

#### District

Solano

#### College

Solano Community College

#### Email Address

jscott@solano.edu

#### Phone Number

707-864-7000 x4701

#### Fax Number

#### Mobile Phone



### 3. How do you prefer to be contacted?

Email

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

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## **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](mailto: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](mailto: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?**

We have had some success in institutionalizing BSI-funded programs and projects through two methods: the creation of new courses and participation in our District's internal Strategic Proposal (the local first step towards institutionalization) process.

BSI work has led to the creation of new courses in all 3 of the basic skills disciplines. In English, we began piloting a 5-unit accelerated developmental course (English 359/360) in the Fall of 2011. The course gained full approval starting in Spring '13 and is now a regular offering alongside our traditional developmental sequence. This year, it has begun to replace much of the additional sequence (this is the last semester we will offer our standard two-levels below transfer course). More recently, faculty have worked to replace the lowest course in our traditional developmental English sequence. Based on cohort data showing abysmal persistence rates from this course (3 levels below transfer) to and through transfer-level English, as well as SLO assessments indicating that the current design of the course meets the needs of very few of the students enrolled in it, the department has worked to develop a high-touch, lab-style course to meet the more individualized needs of this vulnerable student population. The new lab course replaced the traditional 3-unit lecture course in Spring 2014. Currently, the department is designing a co-requisite model of basic skills, where students who would have placed one level below transfer (English 380) will now be eligible to enroll in our English 1A with a required 1 unit lab co-requisite (English 310D). We will be offering three sections of this class in Spring '16. We are also moving to a more robust multiple measures placement, so that students who have earned a 2.7 GPA in high school and a "B" in their Junior or Senior English class can enroll in this English 1A with a co-req as well. Additionally, the drop-in writing lab was funded by BSI in spring 2013. In FY 2013-14, BSI funded half the lab while the other half was funded through the Strategic Proposal process. In FY 2014-2015, the lab was completely funded through the Strategic Proposal Process.

The ESL department has now completely re-developed curriculum in the hope of building enrollments and ensuring greater achievement of program learning outcomes. Three new integrated skills courses have replaced the "a la carte" menu of discrete courses that previously comprised the three levels of the program. In addition, collaboration with the adult school around AB86 planning has led to the exploration of designating the new courses as "dual listed" offerings to make non-credit enrollment available to students who lack access to our traditional for-credit offerings. Our neighboring adult school has a waiting list for ESL classes, while classes at the College continue to run at partial capacity or even cancel due to low enrollments. So, while we still have much to learn about the "dual listing" concept and/or other ways to develop non-credit offerings, we are hopeful that this endeavor opens doors to larger numbers of students.

In Math, the effort to create an alternative to the traditional Intermediate Algebra to a transferable level math course has been re-visited. The course Math 112, Algebraic Reasoning, has been revised with an increase in units (now 4 units). This course is an alternative Intermediate Algebra course that emphasizes the topics and content that prepare students to take Statistics or Math Ideas. In addition, in summer 2014, BSI funded 'Prepare for Math Success' as a drop-in service that was provided in the Academic Success Center. In order to institutionalize it and offer it as part of the summer bridge, Math 305, a 0.5 unit course, was created and has now been offered. Math Embedded Tutors were also first funded with Basic Skills money for Spring 2014. Since then, two Strategic Proposals were approved by the Superintendent/President's cabinet to fund the tutors for 2014-2015 and currently for 2015-2016.

Our First Year Experience program (developing learning communities for incoming freshman along with added support) was also initially funded through BSI in FY 2012-2013. Starting Fall '13, this program was funded through the Strategic Proposal process, with some help from BSI for supplemental math and for summer coordinator hours. The Academic Success Center's coordinator's position was also funded with BSI money (50% of the release from Spring '12-Spring '14), but has now been paid out of the general fund.

**What are the obstacles to doing so?**

Unfortunately, the largest obstacle to successful institutionalization is an inconsistent and inadequate internal funding process. For instance, the First Year Experience program, the Academic Success Center, and the Drop-in Writing Lab have proven to be successful in supporting our students, especially our basic skills students, and the college has acknowledged this fact. For several years these programs have, as already mentioned, been funded through the Strategic Proposal Process, and all three programs were encouraged to apply for permanent funding (either through the general fund, Equity, or SSSP funds), and our participatory government committee recommended full funding of each of these programs. However, this process and the strategic proposal process as a whole hit several bottlenecks this year, which means that strategic proposal funds have not, despite approval, been released in most cases, and that plans to fund projects through SSSP or Equity have not been funded either. This sudden and unannounced decrease/elimination in funding has severely impacted all three programs.

**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)**

- First Year Experience Program
- Academic Success Center
- Embedded tutors in Math

**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).**

Having moved out of the Basic Skills budget and into the District's general funding stream, the First-Year Experience Learning Community program continues to grow each year, from a starting cohort of 40 students in Fall '12 to 50 in Fall '13 and 72 in Fall '14 and over 100 in Fall '15. Key to the expansion have been the hiring of a program coordinator, the incorporation of sections at different levels of Basic Skills math and English (to cast a wide net as well as to stay within permitted ratios of restricted-enrollment sections), and the creation of “sub-cohorts” to keep our cohort students together without having to populate entire sections of large-cap classes. In Spring '15 we implemented paired courses at the transfer level for students in the second semester of the FYE program. Where past iterations merely moved students forward in their English and math sequences, this new model pairs the Spring English courses (transfer-level) with a choice of popular G.E. courses: Soc 1 or Art 10 (Art Appreciation). In Spring '16 we will expand this still further to include Marine Biology and Psychology pairings. Our District's administration has shown an eagerness to scale this program more rapidly, due to its alignment with the Student Success Act mandates as well as its promotion of full-time course loads among new students. In order to meet the growing demand, the BSI committee funded a team of seven faculty and one administrator to attend the National Summer Institute on Learning Communities at Evergreen State College in Washington in summer '14. The team drafted a two-year action plan for scaling up the program, which now guides much of the work of the Basic Skills Committee. Our focus this year is to continue to expand the pool of instructors and courses ready to engage in this program. Currently our largest impediment to growth with FYE is the resignation of our coordinator, but we hope to hire a new coordinator soon.

Also with the use of District Strategic Proposal funds, we are scaling up the use of embedded tutoring at all levels of basic skills math. Eight embedded tutors (not including the ones who worked in the First Year Experience classes) worked with six different instructors in Spring 2014, and this program has now grown to 14 tutors in 19 classes in Fall '15.

The Academic Success Center (ASC) Coordinator position, initially funded half by Basic Skills and half by general funds, is now fully funded through the general fund, and is working to expand and centralize the support services available to all students. The ASC coordinator schedules, advertises and evaluates Student Success Workshops; coordinates with Math faculty providing time and space for Drop-In tutoring by faculty and peer tutors in writing and math; maintains the Academic Success Center as a place for students to study privately or in groups, use lap top computers and print papers and documents for their classes; hires, trains and coordinates the work of 15-20 student workers who act as Ambassadors for the college conducting tours and helping students at the beginning of each semester; maintains an interactive calendar of happenings in the ASC and is developing a webpage on the College website for the ASC. All of these activities support Basic Skills students at the College.

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

At this point we have not integrated basic skills efforts with our college's SSSP plans. Our new Vice President of Student Services, Gregory Brown, arrived in August, but before his hire, we have not had a VP of Student Services for several years, which has resulted in a not-surprising lack of coordination between programs like BSI and SSSP. VP Brown has indicated a real desire to integrate Equity, BSI, and SSSP planning, and we are hopeful that our planning will become much more coordinated this year.

One possible solution, which was first proposed in Spring 2015, is the formation of the Student Success and Equity Council, designed to subvert silos and coordinate the efforts of the Student Equity Committee, SSSP Planning Committee, Academic Success Center Taskforce, and Basic Skills Initiative Committee. This task force met a few times in the spring, and we plan to continue meeting this year. If we can hold these meetings regularly, and if BSI can be represented on the SSSP committee (which up to this point has not happened), then we are confident our SSSP and BSI plans will be much more closely aligned.

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

Our institution's Student Equity Committee has integrated Basic skills and ESL planning into student equity planning efforts. Representatives from the Academic Senate (AS) on the Student Equity Committee included the 2014-15 Basic Skills Coordinator and the current AS Vice President.

Student equity planning is also linked to the Basic Skills Initiative budget allocation process. In past years, the Basic Skills Proposal Process allows parties responsible for implementing the Student Equity Plan to submit funding proposals to the BSI Committee for prioritization and, if approved, to receive BSI funding. This year, we've taken a slightly different track, where we are attempting to place the majority of our funds in a large scale effort to significantly increase the success rates of our basic skills' students (see goals/action plans). This new emphasis is still closely tied to equity goals.

In the 2014-15 year, a number of Basic Skills and Student Equity Project Activities were granted Student Equity funds, including: the Enhanced Outreach Program; the Umoja Program Scholars Program; First Year Experience Program; Foster Youth Program, Veterans and Disabled instructional equipment, Summer Math Enrichment, and Academic Success Center supplemental instruction and tutoring.

The 2014-17 Student Equity Plan contains goals and objectives that specifically pertain to Basic Skills and ESL students:

#### **GOAL #1: ACCESS**

Increase the proportion of underrepresented student enrollment to match or exceed that of the population within the district and community.

Objective 1.0 Increase White, Asian/ Pacific Islander, disabled, male, and ESL student enrollment.

2014-15 Student Equity Activities included:

- o Phone Banking (follow up with students enrolled the prior semester)
- o Financial Aid outreach
- o Increased Outreach to Hispanic and ESL students in Winters, Vacaville, and Dixon communities
- o Outreach to area high schools with large white student populations, e.g. Vanden and Benicia HS
- o Prison Textbooks on Reserve Program, CA State Prison-Solano (CSPS), Vacaville
- o SSSP services to CSPS male students (assessment, orientation, counseling, Ed Plans)
- o Smart Pen Technology Program – for Veteran and Disabled Students, Veterans Affairs Center
- o Outreach, SSSP Services, and Pilot Cohort-Juvenile Detention Program, Fairfield
- o Kapamilya (Filipino) Culture Day (May 2015), Cinco de Mayo (May 2015), Martin Luther King, Jr. Living the Dream Celebration (Jan. 2015)
- o Latino Student Graduation, May 2015
- o First Year Experience Information Table at May 2015 Super Saturday SSSP core services, included Disabled Student Program services

#### **GOAL #2: BASIC SKILLS AND ESL COURSE COMPLETION**

Increase the number of all students, especially of African American, Hispanic, male, ESL and disabled students, in basic skills and ESL classes who complete a college-level course in the same discipline goal.

Objective 2.0 Implement Basic Skills Initiative 5 year Plan (2013-18) to address those students lacking college readiness.

Objective 2.1: Provide comprehensive student support resources for entering freshmen.

2014-15 Student Equity Activities:

- o Basic Skills Math Activities
  - Mathematics Textbooks on Reserve program at all 3 campuses
  - Math Course Sequence Advising Workshops
- o Basic Skills English Activities
  - Participation in English Faculty Retreat, June 2015
- o Umoja Scholars Program: program coordination, supplemental instruction in math and English, including CTE (Welding) students; summer bridge program (Summers 2014, 2015), textbook program, mentoring program, cultural activities, social services program
- o Academic Success Center: supplemental instruction,
- o First Year Experience Program: coordination
- o EOPS: counseling services

**GOAL #3: RETENTION AND PERSISTENCE**

Increase the percentages of first-time, full-time students who return one semester later to take at least one class and increase the percentage of degree-seeking students who attend for three consecutive semesters, especially African American, Hawaiian or Pacific Islander, and male students, and 20-24 age group students.

Objective 3.0 Plan and implement Student Success Initiative activities that impact retention and persistence, especially target groups.

**2014-15 Student Equity Activities**

- o Super Saturday (One Stop) – core SSSP services were provided to incoming and continuing Summer and Fall 2015 students, May 2015

- o Student Services Generalist staffing augmentation to serve evening and Center students

Objective 3.1 Support programs and activities that focus on retention and persistence, especially target groups.

Related activities meet Student Success Initiative 2.4

**2014-15 Student Equity Activities included:**

- Equity funding provided to:
  - o Umoja Program Scholars Program, including counseling/advising, supplemental instruction, Bus Voucher and Textbook Assistance program, and cultural and transfer activities
  - o First Year Experience Program
  - o EOPS Supplemental Counseling
  - o Foster Youth End of Year/Graduation activities
  - o Latino and African American Graduation activities
  - o EOPS Graduation activities
  - o EOPS Textbooks on Reserve program
  - o Basic Skills Math Activities:
    - Textbook Assistance
    - Faculty advising/mentoring to basic skills students
    - Integrals Study Days: Female math student mentoring and tutoring activities to address disproportionate impact of females in college math courses
  - o Academic Success Center: supplemental instruction, peer tutoring, and increased hours of operation (from 4 hrs to 8 hours per day, 5 days per week, including finals week)
  - o Athletic Support Services: supplemental instruction, SSSP services, including counseling/advising,

Objective 3.2 Provide faculty and staff professional development training to meet the needs of all students, particularly, underprepared students who are African American, Hispanic, Asian/PI, and DSP students. Related activities meet Student Success Initiative 6.1-6.2.

**2014-15 Student Equity funding provided for:**

- o Academy for College Excellence (ACE) Five-Day Experiential Learning Institute (FELI) event at Solano Community College (Host College), June 2015, Vallejo Center
- o Student Equity funding for:
  - Academic Senate and Basic Skills Committee representatives' attendance at Statewide Academic Senate Academic Academy, April 2015
  - Umoja Program representatives' attendance at Statewide Umoja Conference
  - English Faculty Equity Retreat, East Bay Park, June 2015
  - Student Equity Coordinator attendance at Equity sessions, Statewide Academic Senate Accreditation Institute, April 2015
  - Umoja Summer Learning Institute, 2015, attendance by Umoja Program and CTE faculty and staff

**4. Basic Skills / English as a Second Language Expenditure Plan**

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## Data Analysis using the Basic Skills Cohort Progress Tracking Tool

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

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

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. <https://www.youtube.com/watch?v=opNNhlizi1o>. 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 .

[https://sites.google.com/site/cccoipsu/Question\\_5\\_worksheet%28for\\_release%29.xlsx?attredirects=0&d=1](https://sites.google.com/site/cccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1)

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 YouTube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

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

Basic Skills English writing pass rates improved slightly from 56% to 58%. More importantly, if we track the Fall '11 English cohort and the Fall '13 English cohort for two years, their persistence rates to English 1 improved significantly for our accelerated (348G/360) and our lower level classes (305, 355) (see table).

While we are encouraged by this slight increase, we realize this falls short of our 5-year goal, to increase persistence rates by 10% by the 2016-17 fiscal year. We believe the cancelation of most of our learning disability support, including LD testing and our Learning Skills program has contributed to the slow improvement in English, Math, and ESL. Also, much data from Long Beach Community College, The Baltimore County Community College system, among other schools, implies that the best way to increase student success and persistence to transfer-level courses is a co-requisite model of basic skills, where we put students in English 1A immediately with "just-in-time" remediation. This is exactly what the English department plans for Spring '16, and we are optimistic that this new course, combined with a hopefully-revamped LD support system (currently under discussion) will significantly increase our pass and persistence rates in the coming years.

#### English-Reading Discipline

Success rates in our reading program have increased from 57% to 60%. However, our persistence rates to our English 1A course have actually fallen during this period, and are overall very low, as the attached table shows.

While this fall is slight and perhaps not statistically significant, the fact the courses pass rates have increased while the persistence rates have decreased is troubling. Some of this may be due to issues larger than the English department—improved job markets, frequent cancellations of courses, lack of support for our DSP students—but our department plans to look at this data as part of our program review, which is scheduled for this year.

### **Mathematics-Discipline**

Success rates in mathematics have increased from 47% to 48% during this period. However, persistence rates have actually lowered slightly, as the attached table reveals.

The interpretation of this data is difficult. None of these increases or decreases are statistically significant, but they also should not be discounted immediately. Possible explanations for the persistence rate decreases could include issues related to scheduling, class cancellations, or an improvement in the economy. The increases in pass rates may be attributed, at least in part, to the use of embedded tutors. We are hopeful that a ramping up of Math 112, Algebraic Reasoning, along with recruitment and training of new faculty will help improve the pass and persistence rates of our basic skills math students. The course is an alternative to the traditional intermediate algebra course that prepares students for Statistics or Math Ideas, and as such, has the potential to increase students' persistence rates to and through a transferable class.

### **ESL-Integrated Discipline**

We have begun offering ESL-Integrated courses this semester, Fall '15, so we do not yet have success data to report.

### **ESL Writing-Discipline**

The ESL Writing pass rates did reveal a statistically significant decrease, from 67% to 57%. Although the total number of attempts is fairly small (170 in a two year period), we are clearly concerned with this decrease. ESL faculty have taken dramatic steps to address this, however, most importantly being a complete redesign of the ESL sequence to focus much more on integrated courses, which incorporates writing instruction all the way down to the bottom of our sequence now, whereas in the past there was no meaningful writing instruction (only discrete sentence grammar) until the advanced level of the ESL sequence. We hope these changes will improve our ESL students' pass and persistence rates.

### **ESL Reading-Discipline**

The ESL Reading pass rates also decreased, from 72% to 62%, but this was not seen as statistically significant, due to the even smaller sample size, 100 attempts over the course of two years. However, we are of course still concerned with this decrease. As with writing, ESL faculty have taken dramatic steps to address this with the development of integrated courses.

**Please use this space to upload files that contain charts or graphs for the narrative response for question #5.**

[Math and English persistence rates.docx](#)

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

**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.**

No

### **English-Writing Discipline**

Did not use any noncredit courses for this area

### **English-Reading Discipline**

Did not use any noncredit courses for this area

### **Mathematics-Discipline**

Did not use any noncredit courses for this area

### **ESL-Integrated Discipline**

Did not use any noncredit courses for this area



### ESL Writing-Discipline

Did not use any noncredit courses for this area

### ESL Reading-Discipline

Did not use any noncredit courses for this area

**Copy of Please use this space to upload files that contain charts or graphs for the narrative response for question #6.**

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

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

Former Math goal: The number of students moving from Math 330 through successful completion of Math 104 within 4 years will improve by 2% annually in AY 20-15-16 and AY 2016-17, as compared to the levels achieved by the baseline cohort of F'08-Sp'12.

Revised Math goal: The number of students moving from testing into basic skills math through successful completion of a transfer level math (within 2 years) AND/OR successfully completing an Associates degree within 3 years will statistically significantly increase.

By AY 2016-17, the proportion of students with intake placements below transfer in English who pass the transfer-level course within three years will increase by 10% over the proportion of students achieving this result in the Fall 2009- Spring 2012 cohort.

By AY 2016-2017, 100 students (unduplicated headcount) from our local communities will be enrolled in at least 3 units of for-credit ESL courses each semester, a 50% increase over Fall 2012.

### 8. Long Term Goals 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	The number of students moving from testing into basic skills math through successful completion of a transfer level math (within 2 years) AND/OR successfully completing an Associates degree within 3 years will statistically significantly increase.	\$30,530.46
Long Term Goal #2	B	By AY 2016-17, the proportion of students with intake placements below transfer in English who pass the transfer-level course within three years will increase by 10% over the proportion of students achieving this result in the Fall 2009- Spring 2012 cohort.	\$30,530.46
Long Term Goal #3	C	By AY 2016-2017, 100 students (unduplicated headcount) from our local communities will be enrolled in at least 3 units of for-credit ESL courses each semester, a 50% increase over Fall 2012.	\$30,530.46
Long Term Goal #4			
Long Term Goal #5			

**Long Term Goal Total**

Long Term Goal #1 Amount : 30,530.46  
 Long Term Goal #2 Amount : 30,530.46  
 Long Term Goal #3 Amount : 30,530.46  
 Total : 91591.38

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

Program and Curriculum Planning and Development : 4,353.39  
 Advisement and Counseling Services : 3,000  
 Coordination & Research : 69,238  
 Professional Development : 15,000  
 Total : 91591.39

**Comments:** The Coordination costs include BSI coordinator (Josh Scott), Math BSI Coordinator (Genele Rhoads), English BSI Coordinator (Tracy Schneider). Professional Development includes level meetings for Math and English and meetings to coordinate with counseling. We also plan to develop non-credit classes in ESL and English, and ESL outreach (Advisement).

**6. Action Plan Template**

**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
Activity #1	Hold Level Meetings for English department. This includes workshops which will focus on best practices in teaching accelerated classes and English 1A corequisites. We also will provide stipends for faculty to job shadow other teachers as they prepare to teach these classes. We will also	B	05/30/2016	Tracy Schneider (English BSI), Josh Scott (BSI Coordinator)	English	Department will create handbooks for English 310A, 360, and 310D. Faculty will display greater familiarity with the English basic skills student population, with the factors which contribute to success (and failure), and with proven	30,530.46

	develop and/or revise faculty handbooks for English 360, 310A, and 310D					strategies for engaging our students.	
Activity #2	<p>Hold Level Meetings for Math department. This includes workshops which will focus on best practices in teaching basic skills classes. We also will provide stipends for faculty to job shadow other teachers as they prepare to teach these classes. We will also develop new curriculum and possibly a textbook for Math 112.</p>	A	05/30/2016	Genele Rhoads (Math BSI)	Math	<p>Department will create new curriculum and possibly a textbook for Math 114. Faculty will display greater familiarity with the math basic skills student population, with the factors which contribute to success (and failure), and with proven strategies for engaging our students.</p>	30,530.46
Activity #3	<p>Hold joint meetings and/or a retreat with English, ESL, Math, and Counseling faculty. We will share our new course designs and sequences, the rationales for these changes, answer questions, and develop fact sheets and flow charts for each discipline</p>	A, B, C	05/30/2016	Josh Scott (BSI Coordinator)	Student Services (BSI)	<p>English, ESL, and Math faculty will display greater understanding of the intake and placement process. Counselors will display a greater understanding of the new English, ESL, and Math courses as well as the rationale and intended student for each course. Discipline faculty and counselors will create flow charts and fact sheets for students to accurately determine best choices</p>	15,265.23

Activity #4	ESL recruitment. ESL faculty will develop a plan to recruit students to our ESL program, possibly collaborating with the Andrew Young Center.	C	05/30/2016	Tracy Schneider, Josh Scott, Melissa Reeve, Jose Cortes	English, ESL	A noncredit ESL class (or classes) will be developed to cross list with our current ESL offerings. A meeting will be held with one or more local schools to discuss the possibility of offering an ESL class on an elementary school campus during regular school hours to target children's parents	15,265.23
Activity #5							

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

No

7. Action Plan Template (Additional Activities)

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

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

8. Action Plan Template (Additional Activities)

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

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

### 9. Action Plan Template (Additional Activities)

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#### Action Plan Activity Grid/Table

<b>Activity Description</b> 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</b>	<b>Target Date for Completion (mm/dd/yyyy)</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Funds</b>

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

### 10. Action Plan Template (Additional Activities)

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#### Action Plan Activity Grid/Table

<b>Activity Description</b> 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</b>	<b>Target Date for Completion (mm/dd/yyyy)</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Funds</b>