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

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

1. Enter Today's Date

09/28/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Flerida

Name

Arias

Title

Dean of Equity & Student Learning

District

Yosemite Community College

College

Modesto Junior College

Email Address

ariasf@yosemite.edu

Phone Number

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3. How do you prefer to be contacted?

Email

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

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?

The Basic Skills Committee and coordination has merged with the SSSP and Student Equity Committee. Each of these initiatives and programs have an overarching framework and philosophy belonging to the Achieving the Dream National Reform Network that the institution has adopted, focusing on closing student achievement gaps and improving student success.
In previous years, basic skills funding allowed the college to pilot a basic skills counselor. The college has since absorbed the salary cost of the position.
More recently, the basic skills funded programs at Modesto Junior College have been limited to Tutoring and Supplemental Instruction (SI) in the Learning Center. The college has committed to supporting supplemental instruction costs and a Learning Center Instructional Support Aide. Additionally, the college is exploring innovative ways to fund tutoring and SI.
Movement towards the curriculum approval of a First Time in College course has been made; this course will be offered in conjunction with basic skills courses to provide a more coherent and integrated first semester for incoming students. The estimated launch date is fall of 2016.

What are the obstacles to doing so?

Some obstacles in institutionalizing additional Basic Skills-funded projects include systemic barriers. The college has a hiring "frost" as it pertains to classified staff with general funds, given the implications of the effects on the 50% law ratio. The college has now hired Student Success Coaches (from SSSP funds) that meet the needs of basic skills students, but has not hired one to work directly with the Basic Skills Coordinator at this time.
The First Time in College curriculum development is in its final stages, and the project has been a large, collaborative effort. It is a multi-disciplinary course with transferable general education credit intended to help students learn successful strategies, focusing on the development of their own ability to leverage the resources that are available to them, and be their own advocate.

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)

Modesto Junior College has expanded the following:

ESL Tutoring, SI & Training: The College has increased its ESL tutors from 2 to 7, and supplemental instruction from none to 2. An ESL specific tutor training course has been developed and will be submitted to the local Curriculum Committee this term. The SI provided to ESL students do not have quantitative data to demonstrate success yet, but the anecdotal accounts prove it is a positive program.

Writing Tutoring Training: The Writing Center has also expanded which allows additional support for basic skills tutors. The training for Writing Center tutors has changed from fragmented workshops to a one-unit, transferrable class. The class is taught by a faculty member from the Literature & Language Arts department. This expansion in capacity has allowed for a more efficient flow of services to all students.

Math Tutoring, SI and Training: Math tutoring and SI in the Basic Skills has also grown. Currently two sessions of pre-algebra and algebra are supported with SI. Math tutors for both Basic Skills and the higher level math courses currently attend a content-specific training seminar. The seminar will also go through curriculum approval in order to become a one-unit, transferrable class.

In general, the infrastructure and capacity of the Learning Center, overall, has increased in services on both campuses. This has resulted in an increase of students served. Improvements on tutor development through a more cohesive process of selection, evaluation and supervision. Our ESL Instructional Support Assistant is housed within the Learning Center. This location lends itself for ESL students' ability to access Library/Learning Center services. The shared Library location has also increased access and exposure for basic skills students. They are now utilizing research skills workshops, information literacy and study skills workshops.

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).

Tutoring expansion has been successful due to increased presentations to faculty, Institute Day report-outs, and general information sharing of successful program outcomes.

ESL Tutoring, SI & Training: Instructional Support Assistants in the Learning Center identified the need for ESL-specific tutoring. They played an integral part in selection and tutor session scheduling. An ESL faculty member was compensated for training module development. This course will eventually be unit bearing class. Additional ESL faculty have implement the supplemental instruction as part of their course outlay.

Writing Tutoring Training: Additional writing tutors were hired through the Writing Center. A new course was developed by a Literature and Language Arts faculty liaison to the Learning Center. This course is offered for the first time in Fall 15, and will allow for a more structured and sustainable way to train Writing Center Tutors.

Math Tutoring, SI and Training: In collaboration with the STEM grant, and in order to build capacity, a faculty member developed a comprehensive training that includes basic skills tutors. This seminar will be offered through unit bearing class. Collaborating with the STEM Center, a product of the STEM Grant has also been instrumental in the development of the Learning Center. This faculty member has been an instrumental connection to the math department and has made it possible for our services to gain cohesion and expansion.

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

There are two main ways in which basic skills efforts have been integrated with the SSSP plan. Student Success Coaches hired by SSSP have been weaved into different divisions. The Coaches are staff service areas within multiple divisions. These service areas allow for both self and faculty referrals for coaching. A variety of faculty, including those within the math and English disciplines are working closely with the coaches to make referrals for students who are determined to be at-risk of non-completion. The Coaches develop an ongoing relationship with the referred students that allows them to be coached throughout the semester. The Coaching philosophy aligns with the RP Group framework, Student Support (Re)defined . In consideration of the six success factors, the Coaches apply a high touch and continuous influence that ultimately addresses the research based defining factors that support student success as shown in the components listed below. As part of the relationship, the coaches refer students to applicable resources which would include accessing tutoring and supplemental instruction services within the Learning Center. In addition to the referrals, each Coach is provided a caseload of approximately 200 first time in college students who have placed in basic skills and pre-college level English. A proactive approach to student success coaching occurs with this model to increase retention and persistence.
• Directed: helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
• Focused: fostering students' motivation and helping them develop the skills needed to achieve their goals
• Nurtured: conveying a sense of caring where students' success is important and expected
• Engaged: actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
• Connected: creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
• Valued: providing students with opportunities to contribute to and enrich the college culture and community
In addition, the college revamped the Orientation for new students to include a visit to the Library & Learning Center, where new students take the assessment test and are given tour of the facilities. There they are introduced to all the services that they can access there including tutoring, SI, workshops, study rooms, computer labs, etc. The Learning Center has also partnered with the Counseling department and is now providing dedicated space for evening and weekend counseling in the Learning Center to increase access to this service. In the future, additional integration includes hosting an orientation for ESL students and embedding a success coach in the Learning Center.

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

The MJC Student Equity Plan is largely based on professional development to build capacity in understanding and addressing equity, diversity, and disproportionately impacted populations. To that end, Basic Skills efforts included funding faculty to attend the First Year Experience Conference in order to build curriculum. This group of faculty is now developing curriculum for a First Time in College Course (FTIC). Additionally, since our distance education data also shows low achievement gaps in our basic skills and other students, Basic Skills co-funded faculty attendance to the Online Teaching Conference in San Diego this spring. Attendees to both events disseminated what they learned at a Great Teachers Retreat that the college hosted at Asilomar Conference Grounds in August 2015.
Furthermore, Basic Skills efforts have been integrated with our Student Equity Plan through the consolidation of Basic Skills committee and the College Student Success and Equity Committee (SSEC). The Director of Basic Skills will also report to the Dean of Equity and Student Learning, engendering more cohesion and integration of efforts.

4. 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 Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (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/ccccoipsu/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 You Tube 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

ENGLISH SUMMARY

The Basic Skills English goal focused on students who had successfully completed Basic Skills English and Freshmen Composition, and the demographic portion of this analysis remains consistent with that perspective. However, the Basic Skills Tracker sets the cohorts at any student who attempted a Basic Skills course. Therefore, it was determined that sequential completion data needed to be incorporated from both perspectives as was the case with the prior report. It is also important to note that the Basic Skills English 49 course was recoded in September of 2015 that moved the course from 3 levels below to 2 levels below transfer.

In comparing the results for all students who attempted Basic Skills English, it was found that there was a 9 percentage point increase in the number of Basic Skills students who successfully completed Freshman English Composition between the Fall 11 – Spring 13 and the Fall 13 – Spring 15 cohorts. This combined with the prior year results represented an excessive achievement of the overall goal across current and future years. These results were reflected in the Basic Skills English and English Composition completer outcomes with a growth rate of 7 percentage points, which represented a 44% positive change in the current comparison. See Chart 1.

ENGLISH DEMOGRAPHICS

There were a total 150 students who successfully completed Basic Skills English, and by fall 2015 56 of them had successfully completed Freshman English Composition.

Male and females both achieved major gains; whereas, age ranges distributions reveal mixed results as did the ethnic distributions. There was some evidence of disproportionate impact occurring with Hispanics when the EEOC 80 percent rule was applied with their gains significantly lower than the majority group. The Native American/Alaskan Native and Pacific Islander groups both had less than 10 students in the Basic Skills starting cohort; therefore, their results were not included in Chart 2.

The State's latest measurement parameters showed positive results for English Basic Skills, but there was no significant change between the 11-13 and 13-15 timeframes.

English-Reading Discipline

No goal relating to this area.

Mathematics-Discipline

Goal C from the 2014-15 BSI Action Plan states: "The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate."

At Modesto Junior College, this goal impacts the largest number of students. Each term we offer over twenty sections of beginning algebra and a comparable number of intermediate algebra courses. Waitlists for these courses indicate high levels of unmet demand, yet an absence of available mathematics instructors prohibits further offerings. Consequently, increasing the rate at which students successfully navigate through the sequence will improve the number of students qualified for transferable courses, for which seats are more generally available.

In measuring student progress in mathematics sequences at community colleges, researchers across the state rely upon the Basic Skills Cohort Tracker available at the Chancellor's Office Datamart. A window of time is selected, ranging from one year to six years, depending on the data being studied. The one-year window is seldom used, as large numbers of students need multiple attempts at courses and/or find seating limited in subsequent courses after passing the first in the sequence.

For this analysis, we will select a two-year window for comparison. In the goal, the desire to improve upon the "2010-2011 rate" certainly refers to students starting in 2010. More specifically, it is interpreted to mean "the rate at which students starting their first math class in fall 2010 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2012." In the final analysis, this will be compared to "the rate at which students starting their first math class in fall 2016 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2018." As an interim measure, this report will compare the baseline group to "the rate at which students starting their first math class in fall 2013 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2015."

Definitions:
• Baseline measure: "the rate at which students starting their first math class in fall 2010 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2012."
• Assessment of current progress: the rate at which students starting their first math class in fall 2013 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2015."
• Successful completion of the sequence: Those students whose first math class was at the beginning algebra level at Modesto Junior College in the fall term of the time period selected and who successfully completed intermediate algebra, either Math 90 or the new Math 89, at MJC by the end of the spring term of the time period selected.
• Successful completion of a course: Earning a C or better in the course.
• Attempts: An enrollment in a course resulting in a mark on the student's transcript, including withdrawal.

The Basic Skills Cohort Tracker is an output engine from the state built upon MIS data submitted by the colleges. It tracks unique student identifiers and computes the total number of initial enrollments (as of census), total number of attempts to pass the course, and total number of successful completions of the course. It then follows those who successfully completed to determine how many enrolled in the subsequent course, total attempts at that second course, and successful completion of that second course. The cycle continues to subsequent levels in the same manner.

The Basic Skills Cohort Tracker also permits users to break down the data by gender and ethnicity. This report will briefly address the results of these breakdowns.

Finally, to measure progress, we calculate the following ratios:

1. Baseline enrollment = Total number of students enrolled in beginning algebra in the fall of the first term.
2. Beginning: (Total enrollments in beginning algebra in the first term)/(Baseline enrollment) = 100%. This value is calculated and included as a visual representation of "the starting 100% of our students." Subsequent terms watch as this value is reduced over time.
3. First-course successful completion: (Total successful completions of beginning algebra within the 2-year window)/(Baseline enrollment). This is also referred to as "Successful completion of beginning algebra"
4. Second-course beginning: (Total enrollments in intermediate algebra within the 2-year window)/(Baseline enrollment)
5. Sequence successful completion: (Total successful completions of intermediate algebra within the 2-year window)/(Baseline enrollment). This is also referred to as "Successful completion of the two-course sequence."
6. Second-half successful completion: (Total successful completions of intermediate algebra within the 2-year window)/(Total enrollments in intermediate algebra within the 2-year window, the numerator of #4). This is also referred to as "Successful completion of intermediate algebra."

Of these, item #5 is the variable of greatest importance to this study.

Note: It is also important to recognize that the successful completion rates for these two individual courses will not correspond with the successful completion rates of the individual courses, as found in the Datamart in Success and Retention reports because they address the success of only a very specific subset of students over a four-term period of time.

The two data sets for comparison were generated using the Basic Skills Cohort Progress Tracker with the following selections: Baseline = (College = Modesto, Cohort term = Fall 2010, End term = Spring 2012, Subject = Mathematics, Starting cohort level = Two levels below transfer.) Second set = (same except using Fall 2013 and Spring 2015). Screenshots and initial analyses for these two data sets are below.
Baseline cohort and second cohort -see two tables.
Analysis of the baseline cohort: 561 first-time math students enrolled in beginning algebra in Fall 2010. Those students attempted beginning algebra a total of 748 times, and eventually 377 students passed, for a first-course successful completion rate of 377/561=67%. Of those who passed, 291 enrolled in an intermediate algebra course. Over the course of 360 total attempts, 212 students succeeded. The second-course success rate is 212/291=73%. The sequence successful completion rate is 212/561=38%. The goal is to improve this sequence success rate by 3% to at least 41% by the 2016-17 year.

Analysis of the second cohort: 437 first-time math students enrolled in beginning algebra in Fall 2013. Those students

attempted beginning algebra a total of 537 times, and eventually 305 students passed, for a first-course successful completion rate of 305/437=70%. This is an improvement over baseline. Of those who passed, 240 enrolled in an intermediate algebra course. Over the course of 295 total attempts, 169 students succeeded. The second-course success rate is 169/240=70%, a reduction from baseline. The sequence successful completion rate is 169/437=39%. The college has progressed 1/3 of the way toward the targeted 41% rate.

Values were exported to Excel and the analyses and graphs below were produced therein
See Table 1 and Table 2 Summary.

For Chart Three - College's sequence completion rates

As demonstrated in Chart 3, the college's sequence completion rate has increased from 38% to 39%. Gains have been made in the success rate of the first course, the enrollment rate in the second, and the net result. As discussed above, the success rate in the second course of the sequence decreased from 73% for the 2010-12 cohort to 70% for the 2013-15 cohort. If not for this, the final completion rate for the sequence of the most recent cohort would be higher.

Effective for the 2014-15 academic year, the mathematics department of MJC instituted an alternative intermediate algebra pathway for non-STEM students. This effort was specifically launched to improve the success rates of the second course of this sequence. Initial results appear positive, but evidence is so far inconclusive. Reports subsequent to this one should examine the effect of this new curricular initiative.

If the college can address the drop of 15% of students from the 2013-15 cohort who did not yet even enroll in the second course (see the drop from 70% to 55% in the second bar graph above), this may have a profound effect upon the sequence completion measure. In recent terms, the mathematics department has expanded its offerings of accelerated mathematics courses, consisting of a beginning algebra course followed by an intermediate algebra course within the same term. Progression from one course to the next in these sequences is high. Subsequent reports should examine the effect of this type of offering on the overall sequence completion rate.

The use of Basic Skills Initiative funding to support student learning in this sequence is clearly justified. Our tutoring and support services provide essential assistance to students working through this sequence of courses. Additional efforts to improve persistence from term to term utilizing BSI funding are similarly warranted.

Analysis by Ethnicity: A total of 437 students began the sequence in fall 2013. Of those, 169 had successfully completed the sequence by the end of Spring 2015, for an overall sequence success rate of 39%. Of these 437 students, the vast majority were Hispanic (198) or White (172), composing 45% and 39% of the initial starting group. Of the 169 completers, again the majority were Hispanic (75) and White (70), composing 44% and 41% of the group of successful sequence completers. The composition of the starting cohort and the subset successfully completing the sequence is shown in Chart 5 below. From these data, it appears there is no disproportionate impact, according to the EEOC's 80% Rule.

A review of the successful sequence completion rates by ethnicity, as displayed in Tables 3 and 4 below, indicates that Hispanics have advanced from 32% for the 2010-12 cohort to 38% for the 2013-15 cohort, a significant improvement. The number of Hispanic students starting in each cohort remained almost identical (195 vs. 198). On the other hand, the number of Asian students in the cohort decreased dramatically over the same time period, dropping from 43 students to only 18. This drop in enrollment may account for some of the difference in rates for Asian students, which went from 44% to 28%. Concern about the drop in success rate is coupled with concern about the drop in overall enrollment. Similarly, 24% of the African American students from the baseline cohort were successful, a value well below those of other groups. Yet by the second cohort, the number of students fell below ten and the values were consequently suppressed. These data provide evidence that our college should work to identify ways to engage our African American students and assist them in their pathways to transfer.

In Chart 5, we have provided a graphical representation of sequence completion rates for the four ethnic groups whose data was not suppressed in either cohort, namely Asian, Hispanic, White, and Unknown. In this chart, the gains made by the Hispanic students and the drop demonstrated among the Asian students is evident.
Charts 6a provides a visual representation of the sequence completion rates for the 2013-2015 cohort for those ethnicities that were not suppressed. In chart 6b, the EEOC's 80% Rule is applied by norming each subgroup's by that of the highest-performing subgroup. The two groups that fall into the zone of concern, with values below 80% on this measure, are Asian students (66% of the highest-performing groups) and Multi-ethnic students (71% of the highest-performing groups). These two groups are disproportionately impacted, according to the EEOC guidelines.

BSI funding should be used to fund initiatives supporting students success efforts with these individuals.

ESL-Integrated Discipline

The ESL goal did not have an academic achievement component; therefore, no data were produced for this cohort.

ESL Writing-Discipline

No achievement goal

ESL Reading-Discipline

No achievement goal

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

Data Sets for Question #5 upload English and Mathematics.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. <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

English-Writing Discipline

None

English-Reading Discipline

None

Mathematics-Discipline

None

ESL-Integrated Discipline

For Graph on English for Life and Work (ELW) please the uploaded file name: CASAS Outputs

The noncredit component for ESL at Modesto Junior College is called English for Life and Work (ELW). There is a pre and post test that is given in order to assess learning outcomes. Since the courses are open entry/exit, the not all students complete the post survey before they stop attending.
The Pre- and Post-Test Casas results show that 749 students had both pre and post tests completed. The mean for the pre-test was 216.88 while the mean for post-test was 218.33; a difference of 1.42.

While the courses are offered in the community and some on campus, the program itself requires a non credit coordinator to make improvements and better serve the community and the college.
Given the fact that the department is small, the full-time instructors are spread thin in efforts to advocate on behalf of the program and students, reach out into the community, implement new initiatives, and participate in shared governance. In addition, after a semester-long examination of hours dedicated to duties beyond teaching, preparation, grading, student interaction, and professional development, some in the ESL department are investing two to three times the five-hour per week shared governance/ administration/ curriculum commitment as required by the college.
We will be proposing in the SSSP Student Success NonCredit Plan for a ELW Program Coordinator since the ELW program is taught entirely by Adjunct and there is a need for more guidance and direction to attain continuity in standards across levels. Currently there is insufficient time to mentor new adjunct, provide professional opportunities and meet on a regular basis.

ESL Writing-Discipline

None

ESL Reading-Discipline

None

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

CASAS Outputs-2.pdf

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

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

Goal A: A basic skills committee including representation from Math, English, Reading, ESL, and Student Support Services will be formed to address the fragmentation of the current basic skills program.
Goal B: The percentage of students who begin at three levels below freshmen composition and successfully complete freshman composition within two years will increase by 3% in 2014-2015, in 2015-2016, and 2016-2017.
Goal C: The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate.
Goal D: Students in the ESL academic program and the English for Life and Work program will be supported with ESL- specific tutoring and electronic pre and post CASAS testing.

NEW GOALS:

Goal A1: The basic skills committee will function as a workgroup of the Student Success and Equity Committee (SSEC) and will report out in every SSEC meeting.

Goal B1: The percentage of students who assess into basic skills level English successfully complete freshman composition within two years will increase by 5% in 2018-2019, and 2019-2020.

Goal C1: The percentage of students who assess into basic skills courses will be reduced from 75% to 50% in 2018-2019 and 2019-2020.

Goal D1: The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-11 rate.

Goal E1: Students in the ESL academic program and the English for Life and Work program will be supported with ESL - specify tutoring and electronic pre and post CASAS testing.

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	A1	The basic skills committee will function as a workgroup of the Student Success and Equity Committee (SSEC) and the Basic Skills Coordinator will report out in every SSEC meeting.	50,000
Long Term Goal #2	B	The percentage of students who begin at three levels below freshmen composition and successfully complete freshman composition within two years will increase by 3% in 2015-2016.	35,000
Long Term Goal #3	C	The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate.	15,000
Long Term Goal #4	C1	The percentage of students who assess into basic skills courses will be reduced from 75% to 50% in 2018-2019 and 2019-2020.	15,000
Long Term Goal #5	E1	E1: Students in the ESL academic program and the English for Life and Work program will be supported with ESL - specify tutoring and electronic pre and post CASAS testing.	7,076

Long Term Goal Total

Long Term Goal #1 Amount : 50000
Long Term Goal #2 Amount : 35000
Long Term Goal #3 Amount : 15000
Long Term Goal #4 Amount : 15000
Long Term Goal #5 Amount : 7076
Total : 122076

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

Student Assessment : 2076
Supplemental Instruction and Tutoring : 50000
Coordination & Research : 50000
Professional Development : 15000
Program and Curriculum Planning and Development : 5000
Total : 122076

Comments:

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	Oversee and direct all Basic Skills efforts on campus, including creating and submitting the yearly Basic Skills Plan/Report to Chancellor's Office, Participate in monthly BSI Webinars, and Participate in the Student Success and Equity Committee	A	06/30/2016	Basic Skills Coordinator	Equity and Student Success	-All Basic Skills efforts will be coordinated by faculty member and successful submission of BSI Report.	50000
Activity #2	Fund a 50% Instructional Support Aide, tutors and Supplemental Instructor Leaders	B	10/30/2015	Basic Skills Coordinator; Dean of E&SS, VPSS	Equity and Student Success	-Maintain support student services to all ESL students in Learning Center. -The number of SI leaders(3) and	37076

	Activity Description	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
						tutors (4) for English will be maintained.	
Activity #3	Support First Time in College (FTIC) institutional efforts to contribute to the success of Basic Skills students	B & C	6/30/2016	Basic Skills Coordinator	Equity and Student Success	At least two (4) faculty will be trained to teach the FTIC course in Fall, 2016.	10000
Activity #4	Fund Math Basic Skills Tutors and Supplemental Instructor Leaders	C	10/30/2015	Basic Skills Coordinator	Equity and Student Success	The number of SI leaders (2) and tutors (4) for Math will be maintained.	15000
Activity #5	Support Basic Skills & ESL Faculty professional development on acceleration, Growth Mindset, Reading Apprenticeship	B, C, & D	6/30/2016	Basic Skills Coordinator, Dean of Equity and Student Success	Equity and Student Success	Faculty will train other BSI faculty and staff on Habits of Mind, Reading Apprenticeship and will use knowledge to modify their pedagogical styles and use these new strategies in the classroom.	10000

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)

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 (fourth) additional page to enter more activities? If yes check the Yes button.

10. 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