Questions 1 – 3 related to today's date, and BSI Coordinator contact information

Question 4:

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

The Basic Skills Committee and coordination has been merged with the SSSP and Student Equity Committee. Each of the initiatives and programs have an overarching framework and philosophy belonging to the Achieving the Dream reform that the institution has adopted that focuses on closing achievement gaps.

In previous years basic skills funding allowed the college to pilot a basic skills counselor. The college has since absorbed the cost of the positions salary.

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. The estimated launch date will be Fall of 2016.

What are the obstacles to doing so?

Some obstacles in institutionalizing additional Basic Skills-funded projects include systemic barriers such as the 50% law. The college has a hiring "frost" as it pertains to classified staff with general funds as it affects 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, however the project was a large collaborative effort. It is a multi-disciplinary course intended to help students learn successful strategies through 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 description 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 your 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[1]. 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 to new students to include a visit to the Library & Learning Center, where new students take the assessment test and a 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 housing evening and weekend counselors in the Learning Center to increase access to this service. In the future the additional integration includes hosting an orientation for ESL students, embedding a success coach in the Learning Center.

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

Our college's Equity Plan is greatly based on professional development to help us all understand equity, diversity, and disproportionately impacted populations. To that end, Basic Skills efforts included funded some faculty to attend the First Year Experience Conference. 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

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[1] RP Group, Description of background information and research questions driving Student Success (Re)defined, http://rpgroup.org/content/research-framework

disseminated what they learned at a Great Teachers Retreat that the college hosted in Asilomar this past August.

Furthermore, one more way in which Basic Skills efforts have been integrated with our Equity Plans is the mesh of the Basic Skills committee into the College Student Success and Equity Committee (SSEC). The future Director of Basic Skills that we are hiring, will also report to the new Equity of Equity, so that will also allow for more cohesion and integration of efforts.

Questions #5, #6—Waiting on Deans Sanders and Daly to review data before entering it on the website. I do have the raw data on a separate file.

Question #7: Identify the 5-year long term goals from 2015-2016 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 goals identify for future years.

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

Goal B: 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 C: The successful completion rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2011-2013 rate.

Goal D: The percentage of students who assess into basic skills level math successfully complete college level math within two years will increase by 3% in 2015 -16, and 2016-2017 and 4% in 2018-2019, and 2019-2010 over the 2011-2013 rate.

Goal E: Students in the ESL academic program and the English for Life and Work program will be supported with ESL – specific tutoring, Counselor, Coach, and electronic pre and post CASAS testing.

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	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
			122,076 (Estimate from State; this will change later)
Long Term Goal #1	**___1A**	___Fund a 50% Basic Skills Coordinator	___50,000 is the other 50% cost for this person will be paid out of Equity?
Long Term Goal #2	**___1B**	___ Support Basic Skills student access to tutoring and SI services from the Learning Center	___50,000 (the college has historically fund an Instructional Support Aid*, tutors and SI leaders)
Long Term Goal #3	**___1C**	___ Support professional development for Basic Skills faculty and staff.	___10,000 (I am only assigning this little money here because most of the money for professional development should be taken from the carry over money)
Long Term Goal #4	**___1D**	___Support FTIC institutional efforts to contribute to the success of Basic Skills students.	___10,000 **?**
Long Term Goal #5	**___1E**	___Support the ESL non-credit program with electronic CASAS testing. check with Ruth if this goal is a good one.	___2,076 **?**

Steps towards curriculum development better serve basic skills students have been made through professional development, initial exposure to acceleration courses, reading apprenticeship, non-credit pathways, and Common Ground **Activities for Goal 1A:**

1. Oversee and direct all Basic Skills efforts on campus
2. Create and submit the yearly Basic Skills plan/report to State
3. Participate in Monthly BSI webinars
4. Participate in the Student Success and Equity Committee

Target Date for Completion: June 30, 2016
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS,VPSS, VPI, Deans of Lit & Lang & SME
Measurable Outcomes: All Basic Skills efforts will be coordinated by a faculty member.
Successful completion and submission of BSI Report.

Activities for Goal 1B:

1. Fund for a 50% Instructional Support Aid
2. Fund Basic Skills Tutors and SI Leaders
3. Send the Learning Center Manager and two Instructional Assistants to the ACTLA conference in April 2016

Target Date for Completion: 10/30/15, 4/30/16
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS, VPI
Measurable Outcomes: Maintain student services to all ESL students in Learning Center.
The number of SI leaders (3) and tutors(8) for English and Math will be at least maintained.

Activities for Goal 1C:

1. Train math and English Basic Skills faculty on Acceleration and Compression and develop at least one accelerated course for each discipline.
2. Train Basic Skills faculty on Reading Apprenticeship
3. Train Basic Skills faculty and staff on Habits of Mind
4. Fund faculty and staff to attend the 3CSN Basic Skills Leadership Institute
5. Fund Basic Skills faculty and staff to attend the M2C3 Minority Male Certificate Program

Target Date for Completion: 6/30/16
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS
Measurable Outcomes: Faculty and Staff will train other BSI faculty and staff on Habits of Mind, RA.
Faculty will use new knowledge to modify their pedagogical styles and use these new strategies in the classroom.

Activities for Goal 1D:

1. Send faculty to the First Year Experience conference in Orlando
2. Stipend former FYE Counselor to train Basic Skills faculty to teach the FTIC

Target Date for Completion: 6/30/16
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS
Measurable Outcomes: Faculty will use FYE strategies to implement a First Year Experience for 2016-2017.
Faculty will teach FTIC course.

Activities for Goal 1E:

1. Collect pre and post scores and enter into Datatel to capture all data for yearly report.
2. Continue to support ESL tutoring.

Target Date for Completion: 6/30/16; 11/30/15 & 6/30/16
Responsible Dept/Persons: Basic Skills Coordinator, ESL Instructional Aide, Dean of E&SS, VPSS
Measurable Outcomes: Test the integrity of data before preparing yearly report.
ESL tutors will receive content training at least three time per semester. The number of ES tutors (4) will be at least maintained.