Question 1: What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

College of the Canyons has almost completely institutionalized two programs: Supplemental Learning and Acceleration. Currently, Supplemental Learning is only being funded to innovate existing workshop curriculum or add new curriculum. Only professional development and training costs for Acceleration are currently being paid for by BSI funds. The operational budgets of both programs are institutionalized and being funded through FTES generation.

**Supplemental Learning:** Our campus has fully institutionalized our Supplemental Learning (SL) program, which was started using BSI funding in 2009. The total cost from BSI funds prior to institutionalization was approximately $90,000 per year. Today, the costs of SL are absorbed in the yearly operational budget of our tutoring center. At College of the Canyons, Supplemental Learning takes the form of workshops (led by faculty or qualified tutors) and guided learning activities (self-guided computer activities that are reviewed with a tutor). The Learning Center (TLC) at College of the Canyons now houses these programs entirely. TLC is a successful, robust resource that offers tutoring and other learning opportunities for students. TLC has successfully integrated supplemental learning into their offerings. They conduct over 20 workshops in English, Math, and ESL per week. Each workshop has a Guided Learning Activity (GLA) that is an independent study form of the workshop materials that students can complete with the assistance of a tutor. Over the course of the 2014-2015 academic year, TLC served 16,862 student visits for Supplemental Learning. Currently, the only BSI funds used to support Supplemental Learning are for curriculum innovation (approximately $5,000 per year). Demonstration of success was essential in the institutionalization process, and a robust research model was used to study the efficacy of Supplemental Learning. Institutional research shows that students who complete four or more Supplemental Learning activities have a 21% higher success rate in Math, a 49% higher success rate in English, and a 10% higher success rate across the disciplines (Research Reports #287, 254, 252, 233, 229, 228 and Research Briefs #58, 52, 50, 44, 43, 38, 34).

**Acceleration:** College of the Canyons offers accelerated courses in both Math and English that have been institutionalized. In fall 2015, we will be running 20 sections of Math 075: Intermediate Algebra for Statistics and 29 sections of English 096: Accelerated Preparation for College English. This is a significant increase in section numbers; in fall 2014, for example, we offered 14 sections of English 096 and 15 sections of Math 75. In order to support institutionalization, BSI supports extensive professional development for faculty. We have had several teams participate in the 3CSN Communities of Practice in Acceleration. In addition, we host our own extensive professional development on site to train teachers in the principles of acceleration.
In addition, both Math and English have worked to develop new accelerated courses and shorten the pathway through developmental courses. The courses will eliminate the lowest level courses in both English and Math. The potential developmental course sequence in both disciplines has been reduced to two classes. The English department will begin offering English 89: Essential Reading and Writing Skills in fall 2015. Math 58: Algebra Preparation was recently revised to better support the needs of students entering the accelerated Statistics Pathway. In addition, the Math department is working to create non-credit curriculum to support the needs of students who may struggle in Math 58. We use BSI funds to assist with training and coordination for these new courses in their pilot phases. As the accelerated courses generate FTES, institutionalization has been relatively easy.

The below statistics from Data Mart show the success of the accelerated courses.

- **English 96**: In Fall 2014, 372 students attempted English 96 and 283 succeeded (success rate of 76%). In comparison, 861 students attempted English 91 (non-accelerated developmental course one below transfer level) and 634 succeeded (success rate of 73.6%). And, 304 students attempted English 81 (non-accelerated developmental course two below transfer level) and 222 succeeded (success rate of 73.0%).
- **Math 75**: In Fall 2014, 282 students attempted Math 75 and 219 succeeded (success rate of 77.6%). In comparison, 480 students attempted Math 70 (non-accelerated developmental course one below transfer level) and 295 succeeded (success rate of 61.4%). And, 393 students attempted Math 60 (non-accelerated developmental course two below transfer level) and 195 succeeded (success rate of 49.6%).

In both English and Math, students in accelerated classes out-performed their counterparts in non-accelerated classes.

(Note: Math is now referring to Math 75 as part of the “Statistics Pathway” instead of Acceleration in order to differentiate the course from other acceleration efforts like Personalized Accelerated Learning, which condenses classes to 8 weeks.)

**Question 2: What are the obstacles to doing so?**

**Supplemental Learning**: The supplemental learning program has already been successfully institutionalized by The Learning Center (TLC) at College of the Canyons. Innovations funds still being provided by BSI are relatively small; the operational budget of the program is funded through FTES generation.

**Acceleration**: Our chief challenge in institutionalizing acceleration is ensuring that our faculty receive sufficient professional development for teaching accelerated courses. However, both the English and Math departments have taken positive steps to provide professional development opportunities. The English 096 coordinator provides training sessions at least once a semester for interested faculty members. The Math department provides professional development programs to help faculty learn more about instructing students in statistics rather than mathematics. By training a large faculty pool, we ensure that we can meet the growing acceleration needs of our students. Since accelerated
English and math classes generate FTES, the ongoing costs of offering those classes have been institutionalized. Professional development in general for all BSI programs and activities remains an ongoing cost item for the BSI budget.

**Question 3:** 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)

- Supplemental Learning
- Acceleration in Math and English
- First Year Experience
- Reading Apprenticeship
- Professional Learning (Skilled Teacher Certificate and On-Course Training)

**Question 4:** 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)

- **Supplemental Learning:** At College of the Canyons, Supplemental Learning takes the form of workshops (led by faculty or qualified tutors) and guided learning activities (self-guided computer activities that are reviewed with a tutor). In order to scale up the Supplemental Learning program, we encouraged both English and Math faculty to require supplemental learning or to offer extra credit to basic skills students who participate in supplemental learning programs. Over the last year and half, we have revised our workshop offerings and added new workshops. In addition, in fall 2015, we plan to market workshops to all divisions on campus by selecting topics that relate to basic skills students enrolled in courses in that discipline. Converting the workshops and GLAs to TLC and removing the grant funding allowed for the tutoring center to collect noncredit apportionment for the activities.

- **Acceleration:** College of the Canyons offers accelerated courses in both basic skills Math and English that have been institutionalized. These courses reduce the basic skills pathway in English from three course to two. In math, acceleration has eliminated the lowest level of basic skills math (Arithmetic) and redesigned the traditional basic skills pathway to a two course model, with Math 070 serving as the degree-granting class. The Math Department also created an alternative statistics pathway which allows students to complete through to degree level in two courses. In order to scale up Acceleration, both English and Math have increased their offerings of accelerated courses. The departments have also conducted comprehensive professional development to ensure that faculty is trained in the principles of acceleration. Early research on student success and completion in accelerated pathways demonstrated significant improvement, providing evidence for increasing the number of accelerated
courses offered every term. These courses collect credit apportionment, so offerings are sustainable and stable. On-going faculty development opportunities have been provided through the 3CSN CAP community of practice.

- **First Year Experience**: BSI funds at College of the Canyons have been used to operate our First Year Experience (FYE) program. Despite significant successes demonstrated by FYE students, we found that with the new implementation of 3SP and changes to enrollment priorities, our FYE program has lost much of its appeal to students. FYE promoted college readiness by hosting face-to-face orientation and intensive advising sessions, as well as cohort-based learning for students who were enrolled in FYE counseling, math, and English courses during the freshman year. The program was appealing as it provided guaranteed enrollment in 12 units as well as advising. The FYE program ran for four years, and served almost 1,000 basic skills students during that time. Students who participated in FYE demonstrated a 5% increase in course success and 15% increase in fall-to-fall persistence compared to their non-FYE peers. A robust research model demonstrated overall high satisfaction with the program.

With our new 3SP implementation as well as with the passage of Proposition 30, incoming students are provided with pre-enrollment advising as well as enrollment priorities that, combined with an unprecedented number of available sections, have rendered the existing FYE program not as appealing as in the past few years. In the 2014-2015 academic year, fewer than 100 students signed up to participate in FYE (compared to a 2012-13 high of more than 400 students). However, we want to focus in specifically on trying to move the needle with basic skills student success and completion, as our scorecard data suggest there is still much room for improvement there. To try and improve our first-time, full-time student success and persistence, we will be retooling our current FYE program at the conclusion of the 2014-2015 academic year, and will instead be focusing on better development of basic skills learning communities and a core curriculum focused around a common intellectual experience.

- **Reading Apprenticeship**: We have trained more than 15 faculty campus-wide on Reading Apprenticeship strategies using BSI funds over the past five year. We have been accepted as part of the RACCCN-STEM grant through 3CSN and Reading Apprenticeship. By the end of the 2015-2016 academic year, we will double the number of Reading Apprenticeship trained faculty and we will have sent a team to the Leadership Community of Practice and Campus Coach online training. These faculty will be responsible for developing a campus-wide action plan for Reading Apprenticeship. We have had much success in implementing small workshops training faculty with Reading Apprenticeship strategies, but they have not occurred in a systematic or programmatic structure. This team will be responsible for designing a sustainable RA campus implementation strategy and program.

- **Professional Learning (Skilled Teacher Certificate and OnCourse Training)**: A significant part of the work associated with improvement in basic skills student success has centered on faculty and staff professional learning. BSI funds have been used to bring On-Course 1 faculty training workshops to campus. More than 50 full- and part-time faculty have been trained in the On-Course principles. In Spring 2016, BSI funds will again bring On-Course 1 to campus for another round of training. At the same
time, 3SP funding will be used to bring On-Course 2, a train-the-trainer workshop, to campus to allow faculty who have completed the On-Course 1 training to gain skills that will enable them to create a community of practice at College of the Canyons. Additionally, College of the Canyons used BSI funds to develop curriculum for a 54-hour faculty certificate program designed to help meet the diverse needs of our basic skills students. The workshop-style program includes modules on understanding our students, creating better assessment instruments and using high-impact practices to increase student retention and success. This program, the Skilled Teacher Certificate program, ran for two years and graduated fifteen participants in that time. Through braided funding with BSI and Equity, and housed in a new Center for Excellence in Teaching and Learning, the program will continue on a more robust scale in 2015-2016.

Question 5: How are you integrating your basic skills efforts with your college’s SSSP plans?

Following a year of planning, our College is working implement its Student Equity and 3SP plans. Leadership for BSI, 3SP, and Student Equity remains consistent and our college has established a steering committee responsible for coordinating the three plans. The creation of an Institutional Effectiveness and Inclusive Excellence Steering Committee, which, beginning in fall, 2015, will develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. To fulfill this mission the Steering Committee will facilitate streamlined processes, improved communication and improved collaboration through its regular, coordination meetings between student government, academic senate, student equity, S4S (basic skills), non-credit, student success and support program, and other groups as applicable (e.g., grant funded projects).

The following 3SP goals were established in the 3SP action plan from 2014-2015 and progress was made on several of them:

- Assist students in preparation of their assessment - Create a set of assessment preparation strategies and materials that cover an array of different media; videos that explain test form and content, in person subject area brush up workshops, hard copy sample question sheets, hard copy exercise problem workbooks, and web based and phone app practice tests with diagnostic capabilities.
- Help students develop educational goals, choose majors, connect majors to careers, and become more adept at interpreting transfer requirements by creating and implementing a series of counseling workshops on relevant topics. The topics will change as the semester progresses to reflect immediate and relevant needs. For example, Counseling will offer college skills workshops near the beginning of the semester for new students and major exploration workshops near the end of the semester.
- Expand the Counseling workshop series to include more specific topics such as pre-med transfer and STEM major options.
- Create and implement an intervention strategy for first-semester academic probation students that includes a mandatory workshop. This intervention would then be followed up with a pilot program using Blackboard that targets academic workshop participants who are going through their second semester. The objective is to connect with them throughout the semester with weekly online updates, as well as tools and informational resources to help them improve their GPA, persist through the term and beyond, and to retain their enrollment priority.
Currently, BSI funds are used to enhance the work of the 3SP team at College of the Canyons. For example, BSI funds were used to create an in-depth four-hour Math Preparation workshops to supplement the shorter, self-paced interventions created by 3SP. The Math Preparation workshops were led by basic skills Math faculty and provided a deeper review for students prior to placement. Additionally, the high school and college faculty learning consortia for Math and English have provided input into the assessment process and criteria for multiple measures as part of 3SP student placement. Faculty in these groups have evaluated assessment test content and provided feedback for appropriate measures, such as high school GPA and last course taken, as part of the review of 3SP processes. These groups have also provided rich outreach contacts at our local high schools. These workshops were also the foundation for a joint 3SP/BSI pilot project in Summer 2015 that provided math “jams” for students placing into the lowest level of math at College of the Canyons. Of the 49 students who completed the workshops, 80% of the students placed at least one or more levels higher in their developmental math sequence. We will be expanding these jams in partnership with 3SP.

BSI and 3SP also worked in partnership with the English Department to implement acceptance of the EAP as a measure of placement for both the “college ready” and “conditional” high school students. BSI funds have been supporting the work of a college and high school consortium in both Math and English that allows for collaboration designed to create a seamless curricular transition between high school and college. The curricular examination of local ERWC courses in the English consortium facilitated the acceptance of EAP conditional as placement into English 101, our degree granting composition course.

Similarly, cross-functional teams have been developed that demonstrate a partnership between the goals and work of the 3SP team and the Skills4Success (S4S) team around programs such as FYE and Summer Bridge. The work of a new campuswide committee, Inclusive Excellence and Institutional Effectiveness, will coordinate the project management associated among Basic Skills, Student Equity and Student Success and Support Program (3SP).

**Question 6: How are you integrating your basic skills efforts with your college’s Student Equity plans?**

The goals of all three plans have been cross-walked based on student population being served within the funding parameters provided by each plan. The 3SP plan will focus on assisting all students with the “front door” of the college and will continue to assist students who fall into academic or progress probation. Our Student Equity plan will use inquiry to determine appropriate programs and services needed to address the disproportionate impacts illustrated in our data. Finally, our BSI plan will continue to serve our basic skills students within the equity framework and with an asset-minded approach. However, with the implementation of Student Equity, our focus in BSI will be more on the classroom experience of students and curricular redesign needed to promote student success, both in our developmental math, English and ESL course sequences as well as in those general education and CTE course in which our basic skills student tend to enroll. To that end, we are refining our existing long-term goals to complement the 3SP and Student Equity plan goals. We currently have no plans to use BSI funds to support the implementation of activities sponsored by 3SP and Student Equity, but we will be coordinating with these plans to facilitate inquiry and research.
projects, as BSI funds were used early on at College of the Canyons to establish a programmatic approach to planning, budget and institutionalization. The current BSI Action Plan reflects a pre-submission collaboration with the Student Equity plan to avoid duplication of effort and to braid funding where appropriate on large scale projects. These projects include but are not limited to embedded counseling in basic skills courses, ePortfolios, supplemental instruction and acceleration.

Similarly, cross-functional teams have been developed that demonstrate a partnership between the goals and work of the Student Equity team and the Skills4Success (S4S) team around programs that are cross-walked across shared populations. The work of a new campuswide committee, Inclusive Excellence and Institutional Effectiveness, will coordinate the project management associated among Basic Skills, Student Equity and Student Success and Support Program (3SP).

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**Question 5**

**Data Analysis**

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

**English-Writing Discipline**

College of the Canyons maintains a writing and reading integrated developmental course sequence. In cohort years 2011-2013, students starting at the lowest level of English (English 071) progressed to the degree granting/transfer-level English course (English 101) within two years at a rate of 19.41%. In this cohort, both Hispanic and African-American students were disproportionately impacted (using the 80% rule) with progression rates of 13.33% and 13.04% respectively. 24.5% of white students completed the full sequence within two years. In the cohort years 2013-2015, the overall progression of students from English 071 to English 101 was 14.86%, a decrease of 5%. However, Hispanic students saw a significant increase in successful progression, to 20.43%. Overall, male students demonstrated less persistence and successful progression than female students. Based on the overall low success and completion rates of students, the English department decided to eliminate English 071 from the course sequence starting in Fall 2015.

For students who entered into English 081 (two levels below transfer) during the cohort years 2011-2013, overall successful progression was 33.7%. Hispanic students were not disproportionately impacted from the overall percentage, but they were disproportionately impacted when compared to white students. Hispanic students experienced a 30% successful progression rate; white students experienced a 40.22% successful progression rate. African-American students were most impacted with an overall progression rate of only 17.95%. In cohort years 2013-2015, student progression from English 081 to 101 demonstrated a slight increase from the previous cohort years, 35.36%. Both Hispanic and African-American students demonstrated gains in this cohort as well, with progression rates of 35.37% and 24% respectively. White students had a decrease in progression rates to 33.33%. However, starting in Fall 2012, student placing into English 081 were provided an accelerated option, condensing the two course, six-unit sequence to one four-unit course, English 096. For the cohort years 2013-2015, 310 students enrolled in the accelerated pathway. Progression numbers demonstrate significant improvement in student completion of transfer level English. Overall,
55.16% of students who started English 096 in Fall 2013 completed English 101 by the Spring 2015. The accelerated pathway also demonstrate huge improvements in addressing disproportionate impacts: African-American students demonstrated 58.92% successful progression and completion; Hispanic students demonstrated 52.54% successful progression and completion; and white students demonstrated 54.17% successful progression and completion. The accelerated pathway illustrates both a significant improvement over the traditional course sequence (35.56% completion of the traditional pathway vs. 55.16% completion of the accelerated pathway) and highlights a profound way to address the achievement gap. Based on this evidence, the English department as increased the number of accelerated developmental courses and decreased the number of traditional English courses.

**English-Reading Discipline**
Not applicable. College of the Canyons maintains an integrated writing and reading course sequence.

**Mathematics-Discipline.**
College of the Canyons maintains two developmental course sequences: one pathway is for STEM students and others who need the traditional algebra pathway for transfer, and the other is a pre-statistics pathway for non-STEM students seeking to accelerate their developmental math course work. Prior to Fall 2015, the traditional pathway was comprised of three developmental math courses (Math 025/26, Math 058/059 and Math 060) and one degree-granting course (Math 070), all prior to transfer level Mathematics coursework. The statistics pathway was comprised of Math 025/26, Math 058 and Math 075, called Intermediate Algebra for Statistics, which served as the degree granting course prior to transfer level Statistics. Cohort comparison between 2011-2013 and 2013-2015, demonstrates a plateau in student success and persistence in the developmental math sequence for students entering at the lowest level of math, Math 025/026. Overall, in the cohort 2011-2013, 12.41% of students starting in Math 025 made it through Math 070 or Math 075, the degree granting courses. For the 2013-2015 cohort, that overall percentage increased only slightly to 13.8%. A lack of demonstrable improvement in these data led the math department to a reconsideration of the overall effectiveness of their current course sequence. Starting in Fall 2015, the course sequence for both will shorten with the elimination of Math 025/026. Arithmetic concepts covered in this lowest level course will be embedded in Math 058 and addressed through just-in-time remediation practices available through our tutoring center and new noncredit math courses. This change will be researched by our Office of Institutional Research and Planning.

Similar declines in success and persistence can be seen in comparing cohorts of students entering in the second lowest level of math. The 2011-2013 cohort saw success and completion of the course sequence from Math 058 through to Math 070 or Math 075 at 40.71%. The 2013-2015 cohort decreased to 32%. In the 2011-2013 cohort, there were no demonstrable achievement gaps. In the 2013-2015 cohort, an achievement gap emerged for African American students (in the 2011 cohort, African American students saw 66.67% successful completion vs. 16.67% in the 2013 cohort although the sample sizes are extremely small—in both cases fewer than 15 students in the cohort). During this time, the math department changed textbooks and online learning software (from MyMath Lab to ALEKS). There is speculation that the change in materials might have had a negative impact as instructors were transitioning to the new materials.
Students entering into Math 060, which is one level below the degree class, saw consistent success among the two cohort groups. For the student cohort 2011-2013, overall successful completion of the sequence was 47.4% and for 2013-2015, it was 48.86%. Of our student populations, African American students in both cohort years experienced a gap in successful completion (27.78% and 28.57% compared to all other peer groups which were in the mid-40% success rates). However, it is important to note that students who were eligible for Math 060 (either via the course sequence or placement) but took Math 075 instead of the traditional Math 060, Math 070 sequence saw successful completion rates of 77.31% as opposed to 48%. The Math 075 cohort also demonstrated no significant achievement gaps for any student population.

Preliminary conclusions based on review of all the data suggest that the longer the course sequence, the less likely students are to persist and complete, which is consistent with national data and research. The math department is working to eliminate steps in the developmental pipeline and also working to ensure students are appropriately placed and counseled into the correct pathway for their major.

**ESL-Integrated Discipline**
Sample sizes in the progression tracker in ESL courses are too small to yield a comprehensive picture of the overall success of our credit ESL basic skills course sequence.

**ESL Writing-Discipline**
Sample sizes in the progression tracker in ESL courses are too small to yield a comprehensive picture of the overall success of our credit ESL basic skills course sequence.

**ESL Reading-Discipline**
Sample sizes in the progression tracker in ESL courses are too small to yield a comprehensive picture of the overall success of our credit ESL basic skills course sequence.

**Question 6) Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-2013 and 2013-2015?**

For the two selected cohorts, College of the Canyons used noncredit basic skills tutoring to support the success of basic skills students. Each year the College’s Institutional Research and Planning Office tracks the students who attend tutoring under the noncredit basic skills tutoring course number and compares their retention and success to the retention and success of students who do not participate in tutoring. In a research brief from fall 2012, retention rates are higher for students who visited the TLC and received services compared to students who did not visit the TLC, but were enrolled in the same courses. The differences were greatest for students who visited the TLC 10 times or more (94 percent) compared to students who did not use the TLC (87 percent). Success rates were also higher for students who visited the TLC and received services compared to students who did not visit the TLC, but were enrolled in the same courses. The differences were greatest for students who visited...
the TLC 10 times or more (82 percent) compared to students who did not use the TLC (70 percent). FTES Apportionment funds the tutoring center on campus and no Basic Skills Initiative funds are used to support tutoring in our learning center.

College of the Canyons maintains a robust noncredit ESL program and strong enrollment in our GED certificate program. There are four levels of noncredit ESL at the college, each comprised of a two course sequence. Students completing the level 1A, 2B and level 2A, 2B sequence receive a certificate of completion as do students completing level 3A, 3B and level 4A, 4B. College of the Canyons runs an average of 25 sections of noncredit ESL every regular term. Additionally, the college runs at least two to three noncredit GED courses each term and serves as the regional GED testing center as well. Curriculum alignment has taken place between the credit and noncredit ESL levels and additional efforts using student equity funds are working to transition successful noncredit students into credit ESL courses.

College of the Canyons and the William S. Hart Union High School District also were awarded an AB 86 planning grant to as part of an overall statewide effort to redesign adult education. Data provided by the state and independent consulting firms highlighted areas of need in adult basic education and English language learning that are not being currently served by either partner. As part of the AB 86 planning grant and in conjunction with work being done related to BSI, noncredit basic skills courses are currently being written to help meet the needs of underserved populations in the Santa Clarita Valley. The math department has created two new noncredit basic skills math courses to help students who place into the lowest level of credit math develop the skills they will need to be more successful in that level and beyond. Additional noncredit basic skills curriculum is being written in the areas of reading and basic skills level professional writing.

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

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

**Goal A: Give students the right starts by providing progressive curriculum and meaningful, relevant learning experiences.** Skills4Success will create a welcoming and informative environment that supports student success starting from the beginning and moving through to the end of their academic goals. S4S will

I. Prepare students for success and completion prior to the start of classes
   a. Placement preparation and re-assessment workshops
   b. Summer Bridge: Create a Summer Bridge course to support the academic and social skills of incoming basic skills students. Students will take either Math 058 or English 089. In addition, they will enroll in a Counseling course and learn about on-campus resources through a variety of campus workshops and activities.
   c. Noncredit course development: Create non-credit curriculum to prepare students for the rigors of college-level work.

II. Engage students through accelerated developmental curriculum and appropriately scaffolded GE and CTE curriculum
   a. FYE: Create re-envisioned FYE program for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America’s Promise with the goal of progression through basic skills course sequences and traditionally “difficult” GE coursework.
b. **Acceleration**: Evaluate and revise existing credit and noncredit curriculum with a focus on student transitions, progress and success and continue to evaluate and develop multiple contextualized pathways in English and mathematics for basic skills students to progress to transfer level.

c. **Learning Communities**: Enhance existing and support development of new learning communities to help bridge the transition from noncredit to credit programs, from high school to college, and to help bridge the transition from basic skills to transfer and career technical education courses.

### III. Provide student support services necessary for the success and progression of basic skills students

a. Support innovations of supplemental learning activities that help students enhance their overall academic success. Create new supplemental learning activities to meet the needs of new courses like English 089 and Math 058.

b. Develop a student-centered, interactive website to provide essential information on student success strategies.

c. Create a Summer Bridge course to support the academic and social skills of incoming basic skills students. Students will take either Math 058 or English 089. In addition, they will enroll in a Counseling course and learn about on-campus resources through a variety of campus workshops and activities.

### B: Support ongoing professional learning and development

**S4S** will provide ongoing professional learning opportunities to all faculty, staff, and administrators across local and regional learning networks related to increasing student success.

a. Support the creation of a Center for Excellence in Teaching and Learning to serve a clearinghouse for effective teaching practices.

b. Develop appropriate faculty training to support new curriculum and new learning communities.

c. Measure impact of faculty professional development regarding basic skills instruction and overall student success and persistence.

d. Create a team of interdisciplinary “HIPSTERS”—faculty who will support the incorporation of High Impact Practices

e. Create a series of faculty development workshops that engage the Student Support Redesigned principles from the RP Group

f. Continue to host the Annual S4S Symposium

g. Enhance existing online training/on-boarding for new faculty, particularly adjunct faculty, to embed additional factors that contribute to basic skills student success.

h. In partnership with Student Success and Support, host On Course Workshops in Spring.

i. Create series of Reading Apprenticeship workshops for high school and college faculty.

j. Creation of faculty website that contains best practices and resources (internally and externally) to promote student success (including blogs and teaching tips)

k. Develop workshops and working sessions to allow faculty to integrate new ideas into their syllabi and course planning process.

l. Increase communication with the local high schools (Hart District) regarding Common Core and other teaching practices.

   a. Extend existing dialogues and add interdisciplinary dialogues with our local high school district to realign curriculum outcomes and delivery methods to facilitate the transition from high school to college.

   b. Positively affect improvement in high school placement rates in English and math on the placement test through ongoing dialogue with high school instructors and outreach to and placement preparation workshops for students.
8) **Long Term Goals for 2015-16.** Identify up to 5 goals the college will be focusing on for 2015-16.

<table>
<thead>
<tr>
<th>Goal ID (Determined by the college)</th>
<th>Long Term Goal</th>
<th>2015-16 Funds Allocated to this Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Goal #1: Provide strong first year access and support for basic skills students</td>
<td>FYE: Create re-envisioned FYE program for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America’s Promise with the goal of progression through basic skills course sequences and traditionally “difficult” GE coursework. Develop a meaningful Freshman Seminar program to help students acclimatize themselves to the rigors of college-level work.</td>
<td>$40,000</td>
</tr>
<tr>
<td>Long Term Goal #2 Provide appropriate assessment preparation and advisement into basic skills math and English course sequences</td>
<td>Create a summer bridge program and placement preparation jams to prepare students for the rigors of college-level work.</td>
<td>$30,000</td>
</tr>
<tr>
<td>Long Term Goal #3 Provide easy to navigate web portal as single stop location for all student success and support links and activities</td>
<td>Create a dynamic student support website based on the elements of Student Support Redefined to assist students at key momentum points throughout their academic career</td>
<td>$13,754</td>
</tr>
<tr>
<td>Long Term Goal #4</td>
<td>Provide strong foundation in professional learning for faculty and staff</td>
<td>B</td>
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<td>------------------</td>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Long Term Goal #5</td>
<td>Provide strong foundation in professional learning for faculty and staff</td>
<td>B</td>
</tr>
</tbody>
</table>
9) Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.*
$138,754
List the amount of each expenditure summarized by category
Program and Curriculum Planning and Development: $28,754
Student Assessment: $5,000
Advisement and Counseling Services: $10,000
Supplemental Instruction and Tutoring: $25,000
Coordination & Research: $20,000
Professional Development: $50,000

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Associated Long-Term Goal ID</th>
<th>Target Date for Completion (mm/dd/yyyy)</th>
<th>Responsible Person</th>
<th>Responsible Department</th>
<th>Measurable Outcomes</th>
<th>Funds</th>
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<tbody>
<tr>
<td>FYE: Create re-envisioned FYE program for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America’s Promise with the goal of progression through basic course work</td>
<td>A</td>
<td>Starting 10/1/2015 through June 10, 2017 (pilot)</td>
<td>D. Pescarmona and FYE coordinating team</td>
<td>Academic Affairs and Student Services</td>
<td>Increased retention and success through developmental course work</td>
<td>BSI funds $40,000</td>
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</table>
skills course sequences and traditionally “difficult” GE coursework.
- Appoint coordinators
- Create program model and research model
- Develop outreach and marketing plan
- Conduct outreach and open applications for students
- Host Orientations
- Create FYE learning community for new to college basic skills students
- Provide faculty and peer mentors
- Provide student support activities

<table>
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<tr>
<th>Activity #2</th>
<th>Create a summer bridge program and placement preparation jams to prepare students for the rigors of college-level work.</th>
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<tr>
<td></td>
<td>- Assess Summer 2015 Math Jam Pilot and review LEAP team proposal</td>
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<td></td>
<td>- Appoint coordinators</td>
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<td>- Develop outreach and marketing materials</td>
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<td>- Partner with FYE</td>
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<td>- Develop jams and bridge curriculum</td>
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<td>- Partner with Outreach</td>
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<td>- Partner with The Learning Center to train tutors for jams</td>
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<td></td>
<td>- Train faculty for noncredit bridge</td>
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<td>- Work with Counseling faculty for advising</td>
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<td></td>
<td>A</td>
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<td></td>
<td>Starting Summer 2015 through Summer 2016 7/15/2015 to 8/25/2016 (pilot)</td>
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<tr>
<td></td>
<td>D. Pescarmona, J. Goodman, D. Rio, K. Soffa and Summer Bridge and Jam coordinating team</td>
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<td></td>
<td>Academic Affairs and Student Services</td>
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<td>Improved placement and improved success in basic skills math and English developmental course sequences</td>
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<td>and overall improved fall to fall retention for first time students.</td>
</tr>
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<td></td>
<td>$30,000</td>
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<td></td>
<td>BSI funds</td>
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</table>
### Activity #3

- Create a dynamic student support website based on the elements of Student Support Redefined to assist students at key momentum points throughout their academic career
  - Hire web designer
  - Collect and produce student success online links and activities
- Completion by April 1, 2016
- Institutional Effectiveness and Inclusive Excellence committee
- Academic Affairs, Student Services and Public Information Office
- Track number of hits and completed activities. Track redirects to different website from the host site.
- BSI Funds $13,754

### Activity #4

- Provide ongoing professional learning opportunities to all faculty, staff, and administrators across local and regional learning networks related to increasing student success.
  - Host SCV Learning Consortium for Math, English and ESL high school and college faculty
  - Host S4S Symposium
  - Host Reading Apprenticeship, Acceleration and OnCourse training for all interested faculty and staff.
  - Promote development of faculty team focused on dissemination of best high impact practices across disciplines
- Pilot Completion by 06/10/2016
- R. Dreiling, B. Riffel, D. Pescarmona Center for Excellence in Teaching and Learning; K. Burke and RACCN Reading Apprenticeship STEM team; D. Rio and D. Pescarmona for OnCourse; A. Dimakos, E. Delaney and C. Gibson for SCV Consortium
- Improved student success in basic skills math and English courses; improved fall to fall retention and transfer velocity; improved completion rates; improved success rates for traditionally difficult GE courses
- BSI Funds $55,000