



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

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

California Community Colleges 2015-16 Basic Skills Initiative Program

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

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

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

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

This form can be accessed at the following

URL: <http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSeconLanguage.aspx> Please print this form and obtain the required signatures.

NOTES: Reminder that in 2015-16 the only funds that can be carried forward is the 2014-2015 allocation:

- (1) Colleges now have TWO (2) years to expend funds and
- (2) some categories have been combined to simplify the reporting form.

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

SAVE AND CONTINUE BUTTON

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

ESSAY QUESTIONS/RESPONSES

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

1) Enter Today's Date

September 10, 2015

Basic Skills Coordinator Contact Information

Please enter the information for the primary Basic Skills Contact.

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

First Name*: Kristine

Name*: Kristine Nikkhoo

Title: Director, Basic Skills

District: North Orange County Community College District

College: Fullerton College

Email Address*: knikkhoo@fullcoll.edu

Phone Number*: (714) 992-7171

Fax Number: N/A

Mobile Phone*: (818) 434-1180

3) How do you prefer to be contacted?

Phone

Email

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

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

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

Submission Deadline: October 1, 2015

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

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

INSTRUCTIONS

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

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

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

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

Basic Skills has recently institutionalized two successful professional learning programs. The Adjunct Academy and The Teaching and Learning Certificate (TLC) Program are now being funded by our campus staff development office. This summer, Adjunct Academy served over 20 adjunct instructors in a two-day professional learning workshop, which included presentations on successful teaching strategies for basic skills students, while the TLC Program has over 165 full-time and adjunct faculty, classified staff, and managers registered as active participants. By fall 2015, TLC awarded ten certificates of program completion (20 hours of attendance in five different categories). Moving these professional learning programs from Basic Skills and into staff development allows us to create broader, more strategic professional learning opportunities that integrate basic skills pedagogy in the larger structure of the college.

Another successful BSI-funded program is in the process of institutionalization. The Basic Skills Initiative Supplemental Instruction program has merged with the campus and Student Equity-funded Supplemental Instruction Program under our Academic Support Center (ASC). The SI Program now reaches over 60 classes across campus, including Basic Skills.

The Basic Skills Director position is being institutionalized and made permanent in fall 2015. The college has approved the Director, Basic Skills and Support Programs position, which will allow basic skills to redirect the administrative salary to student success programs and reach even more basic skills students.

What are the obstacles to doing so?

One of the obstacles to institutionalizing BSI programs involves merging basic skills program models into existing campus program structures. With Supplemental Instruction (SI), for example, there are different approaches to tutoring that exist on our campus. Questions arise such as whether tutoring is mandatory for students, when tutor observations should occur, and how tutors are trained. In order to reach a consensus, data are currently being used to demonstrate which methods are most successful for students.

Also, as BSI programs move into larger campus structures, methodologies that work for basic skills students may not be perceived as effective or valued for students in non-basic skills classes. Generating faculty participation and support campus-wide is another obstacle, and it is imperative that the institutionalization of BSI programs is a collaborative and communicative process to ensure that campus-wide program stakeholders contribute to their success and sustainability.

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)

Several BSI funded programs and projects have scaled up in the last year:

Entering Scholars Program (ESP) - ESP at Fullerton College supports first-year students in basic skills English and reading courses. To help basic skills students to succeed, the ESP program incorporates activities and support services such as embedded tutoring and personalized classroom visits from classified staff members, with the goals of:

- Increasing student familiarity with and access to academic support services on campus
- Improving student study skills,
- Supporting students in making educational plans, and
- Helping students develop meaningful connections with campus faculty, staff, and peers
- Increasing student engagement in campus life

Long term goals include improved student retention, success, and persistence. ESP has grown from 14 sections in fall 2014 to 28 sections in spring 2015.

Graduate Student Mentorship Program (GSM) – Offers professional learning opportunities for graduate students from local universities who are planning to teach at the community college. Graduate students are assigned a full-time faculty mentor and a basic skills class to attend as embedded tutors. They also tutor students outside of class and facilitate two Student Success Workshops each per semester. GSM increased its participation from four graduate students in fall 2014 to eleven graduate students in spring 2015, which allowed us to grow from eight workshops to 22, almost tripling the number of students served (from over 200 to over 600 students).

Accelerated English Writing – ENGL 99 Training – We have increased the number of instructors trained to teach English 99, our new accelerated, open-access basic skills composition class. Over 30 full-time and adjunct instructors are now trained in accelerated pedagogy. The newly trained instructors have allowed our offerings of English 99 to grow significantly: from 8 sections in fall 2014 to 17 in spring 2015.

Growth Mindset Intervention (GM) – This program is based on the research conducted by a recent BSI-funded Faculty Inquiry Group (FIG). Out of that initial research, GM began as a pilot program with four instructors and has grown to over 20 adjunct faculty in various disciplines, including cosmetology, sociology, and nutrition. Local data shows us that many basic skills students avoid taking their basic skills classes, so with GM, our goal is to reach those classes and increase their success rates.

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).

In scaling up BSI programs at Fullerton College, several general key factors have proven to be successful:

- Effective and consistent communication (among all stakeholders – especially to Deans and faculty)
- Consistent marketing and recruitment strategies
- Recognizing areas that may need to be adjusted or adapted to scaling up
- Collaborating with other areas on campus, such as staff development
- Not expanding too quickly
- Establishing and communicating best practices in all programs

Entering Scholars Program (ESP) – One way we have scaled up ESP is by moving into transfer-level English and reading courses, offering added support for students that may have initially placed at the basic skills level or that have placed directly into transfer-level. Student Equity funds have supported the scaling up of ESP (see below). We have also modified certain program components in order to meet our program needs, such as by reducing the number of classroom visits by the Student Support Professionals (SSP) – classified staff members who volunteer their time to connect with and provide resources to ESP students.

Graduate Student Mentorship Program (GSM) – Student Equity funds have supported the increased classes offered in the GSM program (see below). We have also increased our recruitment efforts in content-area disciplines in order to serve basic skills students enrolled in these classes. We currently have a geography graduate student intern in two hybrid geography courses, for example.

Accelerated English Writing – ENGL 99 Training – Student Equity funds have also supported our ability to train more faculty to teach English 99 (see below).

Growth Mindset Intervention (GM) – BSI initially generated interest in growth mindset by supporting it as the topic for a Faculty Inquiry Group (FIG) and as part of our Habits of Mind campus-wide initiative in 2014-2015. By the time BSI structured the program and offered it to faculty, many on campus were aware of growth mindset as a pedagogical tool and were eager to apply to participate. GM is funded through Student Equity (see below).

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

Basic Skills works directly with the counseling division to support the efforts of SSSP and increase the number of Student Education Plans (SEP) provided to students at Fullerton College. In the Graduate Student Mentorship Program (GSM), all of our Student Success Workshops now include an informational section and flyer to encourage students to make an appointment with a counselor and create an SEP. We have also incentivized certain workshops to give students who attend a priority counseling appointment.

The Entering Scholars Program and Accelerated English 99 Training also both directly support the goals of SSSP. One key component of ESP is a counselor visit to each class, which informs students about academic counseling. English 99 training supports the SSSP goal of helping basic skills students reach an important momentum point in their education: taking their transfer-level English class. Training more teachers to effectively teach this course allows us to offer more sections and enable us to give more students access, which can help them reach that momentum point sooner and be better prepared. An RP Group report of acceleration in California Community Colleges showed that high-acceleration models like ours showed students' odds of completing their transfer level English course were 2.3 times higher overall.

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

The majority of our BSI programs support Student Equity goals and, as a result, receive Equity funding:

Entering Scholars Program (ESP) - Supports first-year students in successfully transitioning to college, with the goal of increasing student retention, success, and persistence by embedding support systems directly into Basic Skills English and Reading Courses.

- Equity is specifically funding transfer-level English sections. We have identified the growing need for basic skills learning strategies and techniques by students who progress from basic skills-level classes to college-level classes and by students who may assess or place beyond the developmental course sequence, specifically in English. By including transfer-level courses in the ESP program, we are not only ensuring that more of our students are obtaining the basic skills necessary to succeed in college-level classes, but we are also improving these students' chances of degree completion and transferring to a four-year university.

- ESP also now holds a spot in each section for special student populations, improving access to Veterans, DSS, and foster-youth students.
- ESP narrows the achievement gap in targeted student populations.
- In the academic year of Fall 2012 – Spring 2013, students who participated in the Entering Scholars Program succeeded at higher rates overall than students in similar courses without program interventions. A similar trend occurred with student retention.
- Overall retention and success remained higher for ESP students in English courses particularly compared to similar Basic Skills English courses with no interventions in the Fall 2012 – Spring 2013 academic year.
- From pre and post surveys measuring changes in student help-seeking and other successful behaviors, students reported increases in their understanding of academic counseling, academic goal setting, and comfort seeking tutoring, all aspects important for student success. These changes were statistically significant over the course of the semester.
- Students also worked more with the in-class tutor over time. By the end of the semester, 39% of ESP students had worked with the in-class tutor at least several times a semester, with an additional 64% working with the tutor at least once during the semester.
- In ESP, student awareness of academic and support resources on the Fullerton College campus increased, including examples such as the Academic Skills Center, Math Lab, Tutoring Center, Writing Center, Career Center, and Library. ESP faculty purposefully integrated study skills strategies with course content, and student knowledge and use of these strategies increased over time. Examples include increased student use of memory, note taking, reading, and time management strategies, and test-taking approaches.

Graduate Student Mentorship Program (GSM) - Focuses on the dual goals of developing graduate student skills in working with and supporting basic skills students, and increasing Fullerton College student retention and success by providing in and out-of-class support.

- In spring 2015, Equity funds allowed 218 more basic skills students to benefit from having an intern in the classroom, for a total of 324 students enrolled. Additionally, 16 more Student Success Workshops were offered in the spring, allowing 560 more students to attend.
- Across three semesters when GSM interns were surveyed, over half (52.4%, N = 21) reported they observed a large extent of student growth in GSM program courses, with an additional third (38.1%) indicating some degree of growth.
- A majority of students surveyed at the end of Fall 2013 semester stated that interacting with the GSM in class helped them a great deal or to a large extent (61.3%, N = 168), and that GSM tutoring was useful or somewhat useful (88.3%, N = 102) in supporting student success.

- Equity is funding more accelerated GSM basic skills courses and an increased number of developmental math sections to provide access to even more students.

Accelerated English Writing – ENGL 99 Training

- Data from the RP group shows that achievement gaps for college level English are eliminated for Latino students who complete accelerated developmental English courses
- Data from the RP group show that students who enter college writing via an accelerated pathway are 2.5 times more likely to successfully complete the transfer level course
- We are developing a cadre of instructors who are prepared to teach English 99 to enable us to scale up English 99 offerings
- Offerings increased from 9 in fall 2014 to 17 in spring 2015. Additional sections were added in the fall of 2015
- More accelerated courses leads to an increased number of students who complete basic skills English in a shorter timeframe compared to their peers in the regular developmental sequence

Growth Mindset Intervention (GM)

- New program/pilot. Providing increased access to Basic Skills students across campus with 28 sections in fall 2015. Disciplines include English, reading, math, cosmetology, speech, sociology, health, Japanese, and nutrition

Summer Embedded Tutoring (SET)

- New program/pilot. Increased access and support to students enrolled in summer accelerated courses
- Integrated Basic Skills pedagogy into accelerated learning classes and tutoring sessions

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=opNNhIizi1o>. 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

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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

Basic Skills has made statistically significant programmatic progress in English-Writing. Progression data for the Basic Skills Entering Scholars Program (ESP) indicates that students enrolled in English Writing one level below transfer level in fall 2012 passed transfer-level English Writing at a 13% higher rate than non-ESP students (see table):

	Fall 2012	Spring 2013
	Original Group (One level below transfer ESP students)	ENGL 100 F
Enroll:	208	139
Success:	169	105
Percent Success:	81.3%	50.5%
	Other Group (One level below transfer non-ESP students)	
Other Enroll:	711	392
Other Success:	505	272
Other Percent Success:	71.0%	38.3%

Progress was also demonstrated in the new Accelerated English Writing Course (ENGL 99), an open-access class that eliminates two exits points (three levels below and two levels below transfer-level) for basic skills students. Students in the pilot Accelerated cohort in fall 2012 passed the transfer-level English course in spring 2013 at a 13% higher rate than those students who were still in the basic skills sequence in spring 2013 (80% of students in the ENGL 99 pilot passed transfer-level English Writing in spring 2013 compared to 67% of non-pilot students who passed one-level below transfer in spring 2013. Those students also had to wait to take transfer-level English until fall 2013).

	Fall 2012	Spring 2013
	Original Group (Accelerated English 59)	ENGL 100
Enroll:	106	30
Success:	75	24
Percent Success:	70.8%	80.0%
	Other Group (English 59 enrollments)	ENGL 60
Other Enroll:	239	147
Other Success:	176	99
Other Percent Success:	73.6%	67.3%

Success rates for Accelerated English Writing courses also show significant progress as part of another BSI special program – the Graduate Student Mentorship (GSM) Program. In Fall 2014, students in Accelerated ENGL 99 had a 86% success rate compared to 66% success rate for non-GSM ENGL 99.

Overall 2011-2013 and 2013-2015 basic skills student data from the cohort tracker remains statistically consistent for English Writing in one level below and transfer-level courses. Rates for Hispanic students who passed their transfer-level English Writing course also stayed roughly the same (56% success in 2011-2013 and 55% in 2013-2015). This tells us that the progress that is being made in BSI program-specific English Writing courses may have a greater impact if these programs reached more students overall. ESP has recently scaled-up, though, going from 400 students in fall 2014 to 800 in fall 2015, which means that significant increases in overall student success may be seen in spring 2016 and beyond.

English Enrollment and Success Starting One Level Below Transfer (ENGL 60)*				
	Enroll One Level Below	Pass One Level Below	Enroll Transfer-Level English	Pass Transfer-Level English
Fall 11 - Spring 13	N = 623	80%	69%	56%
Fall 13 – Spring 15	N = 1325	78%	70%	55%

*The cohort tracker tool continues to have several Fullerton College basic skills classes miscoded or missing in English, Reading, Math, and ESL. Local data is being used in this report to supplement the cohort tracker tool data and provide a more accurate look at our basic skills courses.

English-Reading Discipline

Progress in basic skills Reading courses has been demonstrated in the BSI Supplemental Instruction Program (BSI SI). In fall 2014, students in BSI SI two levels below transfer (READ 56) had a 77% success rate compared to an overall READ 56 success rate of 71%.

Overall rates based on the cohort tracker data show no significant decrease or increase in success rates in one level below transfer reading courses:

Area	SUM OF COMPARISON FISCAL YEARS				PERCENTAGES		z	p	Significance Interpretation
	FY 11/12 + FY 12/13		FY 13/14 + FY 14/15		111213	131415			
	Attempt	Success	Attempt	Success					
English reading	221	162	385	273	.7330	.7091	0.64	.2628	

This data shows us that more reading students would benefit from Supplemental Instruction, and we should hire more SI leaders for basic skills reading sections.

Mathematics-Discipline

As the number of students enrolled in basic skills math courses has doubled in some cases from 2011 to 2015, success rates have decreased by 3% in two levels below-transfer classes:

Math Enrollment and Success Starting Two Levels Below Transfer (MATH 20)				
	Enroll Two Levels Below	Pass Two Levels Below	Enroll Transfer-Level Math	Pass Transfer-Level Math
Fall 11 - Spring 13	N = 327	68%	24%	16%
Fall 13 – Spring 15	N = 689	62%	21%	13%

Given the overall success of the acceleration initiative in English-Writing, we are currently (fall 2015) proposing similar funding opportunities for accelerated math courses, as well as offering tutoring and mentoring for students in hybrid basic skills math courses.

ESL-Integrated Discipline

Supplemental Instruction has again proven to have a significant impact on student success rates in ESL –Integrated Discipline classes, with an 11% increase in success for students enrolled in BSI SI sections in fall 2014 compared to ESL students who were not in BSI SI sections:

BSI Supplemental Instruction (BSI SI) Program – Fall 2014

Course	Enrollments	Retention	Success	Retention Rate	Success Rate
ESL	125	110	101	88%	81%

Other Sections by Course Type with Programs Removed – Fall 2014

Course	Enrollments	Retention	Success	Retention Rate	Success Rate
ESL	153	123	107	80%	70%

This data supports our continued funding of ESL-Integrated Discipline sections in the Supplemental Instruction Program.

ESL Writing-Discipline

Cohort tracker data for ESL Writing students shows a 13% increase in success rates for students from 2011 to 2015.

Cohort-Tracker Data for One Level Below and Two Levels Below

Area	SUM OF COMPARISON FISCAL YEARS		PERCENTAGES		z	p	Significance Interpretation
	FY 11/12 + FY 12/13	FY 13/14 + FY 14/15	111213	131415			

	Attempt	Success	Attempt	Success					
ESL writing	27	21	89	58	.7778	.6517	1.33	.0926	

ESL Reading-Discipline

Cohort tracker data is missing for 2011-2013 for ESL – Reading, which is coded as two levels below transfer. Data for 2013-2015 ESL – Reading two levels below transfer shows a 54% success rate (N=28).

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

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

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

Used noncredit courses for ESL or basic skills improvement.

() Yes

(X) No

English-Writing Discipline

English-Reading Discipline

Mathematics-Discipline

ESL-Integrated Discipline

ESL Writing-Discipline

ESL Reading-Discipline

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

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

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

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

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

A	Over the next five years, students who begin their English, Reading or ESL sequence below transfer will show a 3% higher successful completion rate at transfer level compared to the previous five years.
B	Over the next five years, students who begin their math sequence below transfer will show a 2% higher successful completion rate at transfer level compared to the previous five years.
C	Over the next five years, students who participate in accelerated English courses will progress to transfer-level English at a rate 5% higher than students who start the English sequence two or three levels below transfer, but do not participate in accelerated courses.

8) Long Term Goals for 2015-16

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

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	Students who begin their English, Reading or ESL sequence below transfer will show a 3% higher successful completion rate at transfer level compared to the previous five years.	219,843
Long Term Goal #2	B	Students who begin their math sequence below transfer will show a 2% higher successful completion rate at transfer level compared to the	30,000

		previous five years.	
Long Term Goal #3	C	Students who participate in accelerated English courses will progress to transfer-level English at a rate 5% higher than students who start the English sequence two or three levels below transfer, but do not participate in accelerated courses.	7552
Long Term Goal #4	—	—	—
Long Term Goal #5	—	—	—

Long Term Goal Total*

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

219,843	Long Term Goal #1 Amount
30,000	Long Term Goal #2 Amount
7,552	Long Term Goal #3 Amount

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

List the amount of each expenditure summarized by category

49,690	Program and Curriculum Planning and Development
0	Student Assessment
19,908	Advisement and Counseling Services
148,973	Supplemental Instruction and Tutoring
118,196	Coordination & Research
15,000	Professional Development

Comments:

Action Plan Template

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

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

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

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

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

10) Action Plan Activity Grid/Table

- Activity: 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: 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.
- 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.
- Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- 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.
- Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	<p>Continue to support the Entering Scholars Program (ESP): a first-year experience program</p> <p>ESP will be offered in approximately 28 sections per semester in basic skills and transfer-level English and reading classes</p>	A	06/30/2016	<p>Kristine Nikkhoo, Director, Basic Skills</p> <p>Bridget Kominek, Faculty Coordinator, Basic Skills</p>	Basic Skills/Library, Learning Resources, Instructional Support Programs & Services Division	<p>First-year students in ESP classes will have a 5% higher retention and a 3% higher success rate than first-year students in non-ESP classes.</p> <p>The Basic Skills Office will track the number of ESP students who take advantage of out-of-class tutoring.</p> <p>ESP students who take advantage of out-of-class</p>	85,965

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

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

						<p>tutoring will have a 4% higher success rate than students who do not use tutoring.</p> <p>The Basic Skills Office will track the persistence and progression rates of ESP students from Fall to Spring and Fall to Fall.</p> <p>First-year students in ESP classes will have a 2% higher persistence rate than first-year students in non-ESP classes.</p>	
Activity #2	<p>Embedded Tutoring and Supplemental Instruction:</p> <p>Continue to support the Basic Skills Supplemental Instruction and Graduate Student Mentor Programs --SI will be provided for 20 sections of Math, English, ESL and Reading each semester --GSM (Graduate Student Mentorship)</p>	A, B	06/30/2016	<p>Kristine Nikkhoo, Director, Basic Skills</p> <p>Bridget Kominek, Faculty Coordinator, Basic Skills</p>	<p>Basic Skills/Library, Learning Resources, Instructional Support Programs & Services Division</p>	<p>Students in SI-supported courses will have a 4% higher success rate than students in equivalent non SI-supported courses.</p> <p>The Basic Skills Office will track the number of students who take advantage of SI.</p> <p>Students who take advantage of SI will have a 4% higher success rate</p>	96,105

	will be offered in approximately 7-10 sections of Math, English and Reading each semester					<p>than students who do not use tutoring.</p> <p>Students in GSM-supported courses will have a 3% higher success rate than students in equivalent non GSM-supported courses.</p> <p>The Basic Skills Office will track the number of students who take advantage of out-of-class tutoring provided by the graduate student interns.</p> <p>Students who take advantage of out-of-class tutoring provided by the graduate student interns will have a 4% higher success rate than students who do not use tutoring.</p>	
Activity #3	<p>Continue to support Incite: Academic Support for Student Athletes Program</p> <p>Incite will support approximately 300 basic skills</p>	A, B	06/30/2016	Olivia Veloz, Director, Academic Support Center	Library, Learning Resources, Instructional Support Programs & Services Division	Students athletes who participate in >9 study hall hours per semester will have success and retention rates that are 5% higher than those who	52,771

	students participating in collegiate sports programs by providing study hall, a dedicated counselor, student success workshops, and tutoring in the Academic Support Center.					participate in 1-9 hours. Student athletes who participate in 1-9 hours of study hall will have success and retention rates that are 5% higher than those who do not participate in study hall.	
Activity #4	Provide training support for Accelerated English 99 courses	C	06/30/2016	Kristine Nikkhoo, Director, Basic Skills Bridget Kominek, Faculty Coordinator, Basic Skills	Basic Skills/Library, Learning Resources, Instructional Support Programs & Services Division	Train 10 new faculty each year to teach the permanent accelerated English course (English 99) Students who participate in accelerated English courses will progress to transfer-level English at a rate 5% higher than students who start the English sequence at the same level, but do not participate in accelerated courses.	7,552
Activity #5	Provide professional learning opportunities related to basic skills for Fullerton College educators. --The Basics Skills Office will support attendance for 5 educators to the Strengthening	A, B	06/30/2016	Kristine Nikkhoo, Director, Basic Skills	Basic Skills/Library, Learning Resources, Instructional Support Programs & Services Division	5 FC educators will attend SSS Conference and present a workshop in the year following. 5 FC educators will attend the NADE conference and present a workshop in the year following.	15,000

	<p>Student Success Conference and 5 educators to the National Association for Developmental Education (NADE) Conference</p> <p>--Basic Skills will support BSI program-related conference presentations at local and national conferences</p>					<p>BSI program administrators will share Fullerton College BSI program components with national and statewide constituents and improve internal program development, innovation, and implementation</p>	
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Yes

No

Action Plan Template (Additional Activities)

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

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

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

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

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

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

12) Action Plan Activity Grid/Table

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

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

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

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

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

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

	<p>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.</p>	<p>Associated Long-Term Goal ID</p>	<p>Target Date for Completion (mm/dd/yyyy)</p>	<p>Responsible Person</p>	<p>Responsible Department</p>	<p>Measurable Outcomes</p>	<p>Funds</p>
<p>Activity #6</p>	<p>Implement Growth Mindset Intervention across campus --The Growth Mindset Intervention will be offered in 25 courses in various disciplines across campus</p>	<p>A, B</p>	<p>06/30/2016</p>	<p>Kristine Nikkhoo, Director, Basic Skills Bridget Kominek, Faculty Coordinator, Basic Skills</p>	<p>Basic Skills/Library, Learning Resources, Instructional Support Programs & Services Division</p>	<p>GM will engage over 20 adjunct faculty by providing professional development and tools to increase success rates in their classes GM will provide support to basic skills students enrolled in non-basic skills classes Students who participate in this intervention will have a 3% higher success rate than students who do not.</p>	<p>0 (Student Equity-funded)</p>

						Students who participate in this intervention will learn to develop a growth mindset, which will positively impact their success rates in other courses, as well	
Activity #7	___	___	___	___	___	___	___
Activity #8	___	___	___	___	___	___	___
Activity #9	___	___	___	___	___	___	___
Activity #10	___	___	___	___	___	___	___

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

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

- Yes
- No

Action Plan Template (Additional Activities)

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

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

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

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

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

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

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

14) Action Plan Activity Grid/Table

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

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds

	basic skills efforts to understand the general scope and elements of your activity.						
Activity #11	___	___	___	___	___	___	___
Activity #12	___	___	___	___	___	___	___
Activity #13	___	___	___	___	___	___	___
Activity #14	___	___	___	___	___	___	___
Activity #15	___	___	___	___	___	___	___

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

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

Yes

No

Action Plan Template (Additional Activities)

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

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

- How will you make progress towards attaining your long-term goals?**
- What are your intermediate steps to bring you to that point?**

- **What will you do in 2015-2016 to move you along that trajectory?**

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

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

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

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

16) Action Plan Activity Grid/Table

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

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

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

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

- Yes
- No

Action Plan Template (Additional Activities)

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

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

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

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

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

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

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

18) Action Plan Activity Grid/Table

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

	Activity Description Describe the activity that will be undertaken. Provide as much detail as	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds

	necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.						
Activity #21	___	___	___	___	___	___	___
Activity #22	___	___	___	___	___	___	___
Activity #23	___	___	___	___	___	___	___
Activity #24	___	___	___	___	___	___	___
Activity #25	___	___	___	___	___	___	___

Review Form

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

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

Thank You!

Thank you for completing the ESL/Basic Skills Online Submission Form.. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>
