California Community Colleges Chancellor's Office

Basic Skills Initiative

2015-16 Expenditure Plan Certification

DUE: OCTOBER 1, 2015

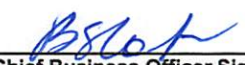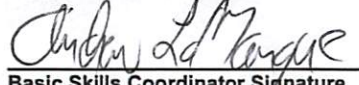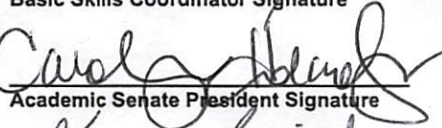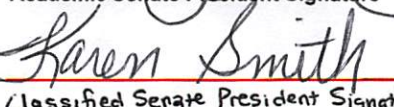**College** FOOTHILL COLLEGE

District FOOTHILL – DE ANZA (FHDA)

Date SEPTEMBER 28, 2015

Please sign this certification form with original and mail it to:

> California Community Colleges Chancellor's Office
> Academic Affairs Division
> Attn: Eric Nelson
> 1102 Q Street, Suite 4554
> Sacramento, CA 95811-6539

In submitting this Basic Skills Expenditure Plan to the Chancellor's Office, and by our signatures, we the undersigned certify this plan to be an accurate reflection of our intentions.

Signature	Printed Name	Date
Chief Executive Officer Signature	KIMBERLEE MESSINA	9-28-15
Chief Academic Officer Signature	KURT HUEG	9/28/15
Chief Business Officer Signature	BERNATA SLATER	9-28-15
Basic Skills Coordinator Signature	ANDREW LAMANQUE	9/28/15
Academic Senate President Signature	CAROLYN HOLCROFT	9/28/15
Classified Senate President Signature	KAREN SMITH	9/28/15

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

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

1. Enter Today's Date

09/29/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Andrew

Name

LaManque

Title

Associate Vice President of Instruction

District

Foothill - De Anza (FHDA)

College

Foothill College

Email Address

lamanqueandrew@foothill.edu

Phone Number

650-949-7179

Fax Number

Mobile Phone

650-949-7179

3. How do you prefer to be contacted?

Email

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

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

Submission Deadline: October 1, 2015

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

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

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

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

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

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

Foothill College continues to move forward with efforts to institutionalize current and planned programs and projects, including Math Summer Bridge, the STEM Foundations Lab, English Summer Bridge, Embedded Tutoring, web-based reading/writing modules, and vocational ESL assessment.

Math Summer Bridge: The Math Summer Bridge program serves students new to Foothill College who test into basic skills math courses. Participants take an intensive two-week math workshop in the summer to help build foundational skills with the goal of placing students into higher math courses prior to the start of the academic year. It has expanded over the years (since its inception in Summer 2012) and remains a standing program within the yearly planning cycle for the Basic Skills Workgroup. The program continues to feature non-credit courses taught by faculty with salaries not dependent upon basic skills funding.

Math Foundations Lab: The STEM Success Center is a tutorial space where students can come to receive one-on-one tutoring for all disciplines in science, technology, engineering and mathematics (STEM). To address the needs of students in basic skills math courses, we have created a separate Foundations Lab where instructors passionate about helping students in basic skills math courses are stationed. In order to utilize this resource, students are required to log in with their Student IDs in order for the College to track student usage and report participation hours to receive state apportionment (through non-credit). This funding helps to support the supplemental instructors (tutors) as well as a STEM Center Director, with the aim of being financially self-sustaining.

English Summer Bridge: Building off of the success of the Math Summer Bridge, the English Summer Bridge aims to reduce the number of developmental courses students need to take to reach their academic goals as well as be more successful in their English courses and any other courses requiring critical reading, writing, thinking, and communication skills. The goals of the program include increasing college readiness, strengthening support for entering students, incentivizing successful student behaviors, aligning course offerings to meet student needs, and improving the education of basic skills students. The English Summer Bridge also provides supplemental instructional opportunities through the Teaching and Learning Center (TLC) and Embedded Tutoring. Those involved in the program are encouraging the creation of a new official Summer Bridge course after reflecting on the pilot program in Summer 2015.

Embedded Tutoring: Embedded Tutoring continues to steadily grow on campus. In order to increase the successful utilization of Embedded Tutoring across instructional departments, professional development has been a primary focus, particularly training on modifying pedagogy to best utilize the tutors and strategic targeting of struggling students. Two faculty members received training from UMKC's International Center for Supplemental Instruction and

serve as a contact point for the faculty (including those teaching basic skill courses) who incorporate Embedded Tutoring. In addition, former students who have been successful in courses with a large population of basic skills students often return to act as a source of academic support for students currently enrolled in the class. These embedded tutors help provide additional support as well as act as potential role models to students. Funding is currently provided through Basic Skills and the College is actively seeking a permanent funding source.

Reading/Writing Modules: The research and development of web-based reading and writing informational modules is focused on assisting Foothill College students who may have gaps in their preparedness for online learning as well as online students who have less access to visit the physical campus and seek help. Once developed, these modules will be highly promoted in the TLC and through the Embedded Tutoring program. The faculty members involved in the project have already completed a needs assessment and are moving into the next phase, which involves alignment of Foothill College's needs/best practices with established research, online pedagogy, and teaching/learning theory. Once aligned, the online resource modules will be created and immediately made available to faculty, students, and embedded tutors.

Vocational ESL: The research and needs assessment conducted for Vocational ESL (VESL) for industries in the College's service area aimed to serve students by identifying employer expectations (and student needs) regarding general language skills in food service throughout the technology sector. The result of the research was the development of three new courses – two are designed to meet the vocational ESL needs of food workers and the third course is designed to teach job –searching English to non-native speakers. The courses are now in the course approval process – if approved, it is proposed to offer these courses as non-credit.

Calculators: A supply of graphing calculators was purchased to support students in algebra and statistics courses. We use the process of borrowing the calculator as an opportunity to discuss the availability of tutorial services with the students. The calculators are loaned to students and are returned by students at the end of the quarter with a very low attrition rate. Replacements, as needed, can by funded by student charges for loss and damage and by general funds.

Accelerated Pathway Guidebook: This guidebook is intended for English faculty members who are currently teaching or are interested in teaching in the English 1S/T pathway. The sample syllabi, assignments, essay prompts, grading rubrics and learning activities for English 1S/T and English 242A/B provide examples of how faculty have approached the "stretch" model and integrated reading and writing emphasis of the pathway. All samples reflect the various ways that faculty can address the course outline requisites in order to meet the Student Learning Outcomes for each course and better assist students placed at below freshman-level composition reading and writing.

First-Year Experience (FYE): The First-Year Experience is a 1-year learning community that provides first-year, first-generation students with the resources and support they need to successfully transition to college and succeed beyond their first year.

Research & Support: The College Researcher has also assisted with research, data analysis, and assessment of success measures for many of the projects. Tracking of funding by the Office of Instruction has also kept project leads up-to-date with spending and progress towards goals.

What are the obstacles to doing so?

Embedded Tutoring: One of the obstacles that Foothill College faces with the Embedded Tutoring program is how to expand beyond targeted students in Basic Skills courses and maintain the program, considering the Basic Skills funding restriction. As of this moment, no permanent funding source exists to maintain Embedded Tutoring outside the context of Basic Skills.

Reading/Writing Modules: An obstacle to the implementation of the web-based reading/writing modules will be actually getting faculty, students, and tutors to frequently and/or effectively access the informational material and incorporate it into the classroom.

English Summer Bridge: There is a disparity between having students in the program enroll in CNSL 5, which is a credit course they must pay for, while also enrolling in a non-credit Language Arts course, which is free. This may affect program accessibility for some students.

Vocational ESL: An obstacle to the implementation of Vocational ESL (VESL) courses is the course approval process, which takes times and involves a number of steps. This may make it difficult to know when the courses will actually be offered and there may be other obstacles involved in maintaining the course once they have been approved (e.g. outreach to the community the courses are intended to benefit).

Collaboration: A few obstacles to successful collaboration between Basic Skills, Student Equity, and SSSP include differing time constraints (in allocating funds and reporting deadlines) as well as varying expectations and measures of success across the different initiatives.

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)

(a) Math Summer Bridge
(b) English Summer Bridge
(c) STEM Success Center [Foundations Lab]

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).

Math Summer Bridge: The Math Summer Bridge Program has grown over the past years to include more students and meet the ever-increasing demand for basic skills math courses (75 students in 2013, 127 in 2014, 132 in 2015). Growth has been possible thanks to state apportionment as well funding from the Basic Skills Initiative.

English Summer Bridge: The Summer Bridge Program has expanded to offer an English component to assist students with below college-readiness skills.

STEM Success Center: The STEM Success Center has experienced an extreme amount of growth over the past two years (~154%+ increase in student usage). This has been possible due to the apportionment-funded STEM Center Director position and supplemental instructors. The Center currently employs over 50 supplemental instructors and has expanded in physical space, growing from two large classrooms (in 2012) into 7 classrooms equipped with computer labs, quiet study space, and tutoring space. There is currently a private fundraising initiative to build a larger space to meet student demand.

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

During the 2014-2015 academic year, SSSP provided funding to pilot an Early Alert Program that encompassed math basic skills courses. This involved faculty alerting an Early Alert Coordinator that a struggling student may need invention, ranging from academic tutoring, financial aid assistance, psychological services, or disability services.

The Vocational ESL project was conceived from a desire to find out what the College could do to help improve the quality of life of low-wage workers that speak English as their second language in our service area and improve that group's economic mobility. The courses' curricula focuses on necessary everyday English and on-the-job English. The project meets several areas of focus from the College's SSSP plan: (1) increase college and career readiness, (2) align course offers to meet student needs (3) improve education of basic skills students, and (4) revitalize and re-envision professional development.

During Summer 2015, a Student Success Collaborative (http://www.foothill.edu/president/studentsuccess.php) was formed to discuss (1) creation and implementation of a comprehensive early alert program, (2) development, implementation, and coordination of a mentoring program, and (3) targeted professional development. The discussions led to the creation of a Student Success & Retention Team, bringing in new resources coupled with existing personnel on campus to focus on assisting at-risk/struggling students.

Additionally, the Basic Skills workgroup scheduled regular meetings with the SSSP workgroup, as well as the Equity Workgroup, to coordinate quarterly collaborative efforts such as mentoring and faculty professional development.

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

Foothill College's basic skills efforts integrate with the Student Equity plans in many ways, particularly in how the basic skills initiatives target underrepresented students. Program planning in the Basic Skills Workgroup works to align itself with the strategic planning made in the Student Equity Workgroup, which is aimed at increasing course completion rates for targeted student populations. Through collaborative meetings between the Basic Skills Workgroup and Equity Workgroup (along with SSSP Workgroup), the College has focused efforts on three areas which do impact basic skills students greatly: mentoring, faculty professional development, and Early Alert.

By providing a structured mentoring program, this will add to the "high-touch" philosophy of assisting struggling students in Basic Skills. Faculty professional development helps to train instructors on how to best support students with particular needs with Early Alert providing another mechanism for targeted intervention.

The Vocational ESL courses strive to reach and help often underserved communities and give them tools to improve their lives.

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

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

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

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

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. https://www.youtube.com/watch?v=opNNhlizi1o. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL . https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1 The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: https://www.youtube.com/watch?v=n7Dx8yAqfbM

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

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

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

English-Writing Discipline

Success rates of basic skills students in English Writing courses did not significantly increase from 2011-13 (71.04%) to 2013-15 (71.86%). Only a minimal increase (

English-Reading Discipline

Insufficient data exists to conduct an analysis of the success rates of basic skills students in English Reading courses. Only 11 students were tracked in 2011-13 (with 100% cohort success rate). No students were tracked in 2013-15.

Mathematics-Discipline

Success rates of basic skills students in Mathematics courses significantly increased from 2011-13 (52.10%) to 2013-15 (60.81%). Sizable increases across several specific ethnic groups were noted: White (75% to 92%), Hispanic/Latino (50% to 69%), and African American (50% to 100%).

ESL-Integrated Discipline

Success rates of basic skills students in ESL-Integrated courses significantly increased from 2011-13 (88.78%) to 2013-15 (100%).

ESL Writing-Discipline

Success rates of basic skills students in ESL-Writing courses did not significantly increase from 2011-13 (62.71%) to 2013-15 (60.36%). A minor (~2.5%) decrease was actually calculated.

ESL Reading-Discipline

Success rates of basic skills students in ESL-Reading courses did not significantly increase from 2011-13 (83.93%) to 2013-15 (81.45%). A minor (~2.5%) decrease was actually calculated.

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

FH_BSI_Report_Question5.pdf

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

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

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

Used noncredit courses for ESL or basic skills improvement.

Yes

English-Writing Discipline

N/A

English-Reading Discipline

N/A

Mathematics-Discipline

Enrollment was tracked for the NCBS 401A/B courses offered from 2011-12 to 2014-15. Cohort enrollment was as follows: 2011-12 (86 students), 2012-13 (107 students), 2013-14 (88 students), 2014-15 (44 students).

ESL-Integrated Discipline

Foothill College does offer non-credit English as a Second Language courses, but they are not classified as integrated, reading, or writing. All non-credit ESL (NCEL) courses feature reading and writing in the curriculum. Cohort enrollment data is only available for 2013-14 and 2014-15. Cohort enrollment in each course is as follows, 2013-14 and 2014-15 respectively: NCEL 411 (136, 53), NCEL 412 (119, 56), NCEL 413 (77, 70), NCEL 421 (81, 79), NCEL 422 (75, 103), NCEL 423 (51, 96)

ESL Writing-Discipline

N/A (See ESL-Integrated Discipline)

ESL Reading-Discipline

N/A (See ESL-Integrated Discipline)

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

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

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

Old Goal A: Demonstrate success and acquire ongoing, sustainable institutional funding of a Summer Bridge Program that will support Basic Skills students in Math, English, ESLL and/or Counseling.

Old Goal B: Support the college in providing tutorial services specifically targeted to Basic Skills students, integrating best practices in programming and delivery, and, in a broader scope of planning, the Basic Skills Initiative funding will be used to design and plan a new true teaching and learning center.

Old Goal C: Assist the Language Arts division as they begin their Integrated Reading and Writing (IRW) course in Fall 2014 and review the English as a Second Language (ESL) course sequence to improve success of Basic Skills students.

Old Goal D: Create and support innovative learning communities that strengthen partnerships between instructional divisions and student services.

8. Long Term Goals for 2015-16

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	Demonstrate success and acquire ongoing, sustainable institutional funding of a Summer Bridge Program that will support Basic Skills students in Math, English, ESLL and/or Counseling.	20000
Long Term Goal #2	B	Support the College in providing tutorial services specifically targeted to Basic Skills students, integrating best practices in programming and delivery, and, in a broader scope of planning, the Basic Skills Initiative funding will be used to design and plan a new true teaching and learning center.	50000
Long Term Goal #3	C	Integrate best practices in planning, programming, and delivery of Basic Skills tutorial services through continued faculty professional development.	13000
Long Term Goal #4	D	Make readily available the web-based reading and writing modules, to be used by faculty, embedded tutors, and Basic Skills students.	10000
Long Term Goal #5	E	Review the English as a Second Language (ESL) course sequence and course-level student learning outcomes (CL-SLOs) to improve success of Basic Skills students and better respond to employer expectations.	10000

Long Term Goal Total

Long Term Goal #1 Amount : 20000
Long Term Goal #2 Amount : 50000
Long Term Goal #3 Amount : 13000
Long Term Goal #4 Amount : 10000
Long Term Goal #5 Amount : 10000
Total : 103000

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

Program and Curriculum Planning and Development : 15000
Student Assessment : 5000
Advisement and Counseling Services : 5000
Supplemental Instruction and Tutoring : 53000
Coordination & Research : 15000
Professional Development : 10000
Total : 103000

Comments: Please note that this is a planned (tentative) expenditure categorization.

6. Action Plan Template

10. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Assessment of English Summer Bridge Program	A	12/31/2015	Stephanie Tran; Allison Herman	Language Arts & TLC	Enrollment, Course Success, Course Placement	5000
Activity #2	Expansion of English Summer Bridge Program	A	06/30/2016	Stephanie Tran; Allison Herman; Paul Starer	Language Arts & TLC	Enrollment, Faculty Involvement	10000
Activity #3	Create Working Model of Web-Based Reading/Writing Modules	D	03/30/2016	Ben Armerding; Nate Maertans; Melissa Jaquish	Language Arts	Web Traffic (Student/Faculty), Course Success, Survey Data	10000
Activity #4	VESL Coursework Development	E	12/31/2015	Melissa Jaquish	Language Arts	Enrollment, Course Success	10000
Activity #5	Faculty Attendance at Basic Skills Conference(s)	C	06/30/2016	Various	Various	Faculty Survey, Course Success, Student Placement	5000

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

Yes

7. Action Plan Template (Additional Activities)

12. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #6	On-Site Basic Skills Professional Development Sessions	C	06/30/2016	Various	Various	Faculty Survey, Course Success, Student Placement	5000
Activity #7	Maintain and Expand Embedded Tutoring and Supplemental Instruction	B	06/30/2016	Various	Various	Enrollment, Course Success, Student Survey Data, Student + Faculty Involvement	25000
Activity #8	Hire a Non-Credit ESL Instructor	A/B	06/30/2016	Paul Starer	Language Arts & TLC	Enrollment, Student Placement, Course Success	25000
Activity #9	Non-Credit ESL Textbook Purchases	A/B	06/30/2016	Paul Starer	Language Arts & TLC	Enrollment, Course Success	8000
Activity #10							

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

No

8. Action Plan Template (Additional Activities)

14. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #11							
Activity #12							
Activity #13							
Activity #14							
Activity #15							

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

No

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

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

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

No

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #21							
Activity #22							
Activity #23							
Activity #24							
Activity #25							

12. 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