



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/BasicSkillsEnglishasaSecondLanguage.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

9-14-2015

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*: Annebelle

Name*: Dr. Annebelle Nery

Title: Executive Dean – Institutional Effectiveness Educational Services & Planning

District: Desert Community College

College: College of the Desert

Email Address*: anery@collegeofthedesert.edu

Phone Number*: 760-776-7442

Fax Number: _____

Mobile Phone*: 760-776-7442

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?

BSI funds have supported the expansion of our First Year Experience program (EDGE), professional development, ESL/N, Early Alert, tutoring, supplemental instruction, and a recent implementation of an online tutoring platform called smarthinking.

This past year, College of the Desert has institutionalized the EDGE. The EDGE program focuses on strengthening basic skills foundations in math and English, along with student development workshops to assist our students in attaining their academic goal in a timely manner and creating successful college students.

BSI supports professional development on campus by providing funds to attend academic conferences. Most notably, the On Course Conference. Currently, we use on course techniques in our EDGE program as well as in the classroom, we plan to expand an On Course initiative in collaboration with the Equity Plan to reach more students.

We assisted with the expansion of our ESL/N program, our ESL/N program has grown considerably and continues to grow on our campus. To further assist with this expansion, we will be hiring a non-credit specialist to meet the growth.

We continue to support and grow our Early Alert program, Early Advantage. We do this by providing information and FLEX activities to the faculty on this program.

Recently, COD has implemented a new online tutoring system to assure our students are able to receive tutorial assistance day or night. We also support basic skills tutors along with the expansion for supplemental instruction and TA's in basic skills courses.

What are the obstacles to doing so?

We have had tremendous support from administration, faculty and staff to assist in the expansion of these programs. One challenge we have encountered is how to integrate BSI, Equity and SSSP. However, we have begun the dialog on the best way to move forward.

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)

The EDGE Program
Math Boot Camps
Attendees to the On Course Conference & training

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).

With the institutionalization of our EDGE program, we were able to almost double the amount of students served from last year. We were able to offer this program to our west valley students for the first time and will continue to expand in that area.

We supported the expansion of math boot camps, providing basic arithmetic refresher to our students. We were able to provide additional boot camps than previous years and will continue to provide this service.

This past year, we were able to send multiple faculty members to the On Course conference from various disciplines. These faculty have incorporated those techniques into the EDGE program, the classroom and trainings.

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

COD is integrating our BSI and SSSP efforts by offering expanded services to our west valley students in the form of the EDGE program, assessment testing and outreach services. SSSP and BSI work together to address our “at-risk” students and students who are on probation using the gradesfirst system funded by BSI. Providing these students follow up services, counseling, probation assistance, and tutorial services.

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

BSI will directly support the Student Equity Plan in expanding the On Course initiative to our campus. This initiative will work to assist our students in and out of the classroom by increasing the amount of faculty members who incorporate the on course methods into their teaching.

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=opNNhIz1o>. 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/cccoipsu/Question_5_worksheet%28for_release%29

[.xlsx?attredirects=0&d=1](https://sites.google.com/site/cccoipsu/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 YouTube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

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

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

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

English-Writing Discipline

English-Writing saw a statistically significant decrease ($p < 0.05$) in the proportion of success in 2013-2015 (68.0%) in comparison to 2011-2013 (73.3%). More attempts were witnessed in 2013-2015 (3,587) than in 2011-2013 (3,426) but fewer successes were observed (2,439 vs. 2,511) respectively.

It should be noted that the introduction of combined English and Reading courses (i.e., ENG-070, ENG-071) began in FALL 2012. ENG-070 is two-levels below transfer while ENG-071 is one-level below transfer. Also, ENG-052 was offered only during the FALL 2011 and SPRING 2012 semesters before it was discontinued; it was a one-level below transfer course combining two semesters of English. Lastly, ENG-061 was offered during the academic semesters of FALL 2012, SPRING 2013, and FALL 2013; the course

was discontinued thereafter. ENG-061 was a combination of two semesters of English courses that served as one-level below transfer.

As explained above, English 52 and English 61 were one semester accelerated courses teaching only English as opposed to English 70/71 which were accelerated two semester courses teaching both reading and English. Even though the overall success rates for English declined when looking at each of the above classes individually, the success rates for perseverance into and completion of English 1A actually went up for English 52 and 61. This indicates that the intervention of a one semester accelerated class does work. The English 70/71 model of acceleration did not have the same success rates through English 1A. Because of this, COD is bringing back English 61 classes and phasing out the 70/71 model.

English-Reading Discipline

English-Reading saw a statistically significant decrease ($p < 0.05$) in the proportion of success in 2013-2015 (66.5%) in comparison to 2011-2013 (72.3%). There was a large reduction in the number of attempts witnessed in 2013-2015 (938) than in 2011-2013 (2,277) with similarly low observed number of success (624 vs. 1,647) respectively.

The Reading (RDG) department experienced a reduction in courses offered. RDG-050 was not offered past FALL 2013; it was a course that was two-levels below transfer. In addition to RDG-051, there were two other one-level below transfer courses (i.e., RDG-052, RDG-061) offered. RDG-052 was only offered during the FALL 2011 and SPRING 2012 academic semesters; whereas, RDG-061 was offered from FALL 2012 to FALL 2014.

As explained above, Reading 52 and Reading 61 were one semester accelerated courses as opposed to Reading 50/51 which required two semesters to complete. Even though the overall success rates for Reading declined when looking at each of the above classes individually, the success rates for perseverance into and completion of English 1A actually went up for Reading 52 and 61. This indicates that the intervention of a one semester accelerated class does work.

Mathematics-Discipline

Mathematics did not experience statistically significant differences ($p = 0.29$) in the proportion of success for 2013-2015 (56.0%) in comparison to 2011-2013 (56.8%). An increased number of attempts (2,975 vs. 2,585) and successes (1,666 vs. 1,467) were observed from 2013-2015 in comparison to 2011-2013.

Mathematics courses have maintained their order of levels below transfer as follows: MATH-070 (4-levels below transfer), MATH-060 (3-levels below transfer), MATH-054 (2-levels below transfer), and MATH-040 (1-level below transfer).

ESL-Integrated Discipline

ESL-Integrated did not experience statistically significant differences ($p = 0.22$) in the proportion of success for 2013-2015 (58.8%) in comparison to 2011-2013 (64.6%). There was an increase in the number of attempts (291 vs. 48) and successes (171 vs. 31) witnessed in 2013-2015 in comparison to 2011-2013 respectively.

ESL-Integrated began in FALL 2012 with the offering of ESL-070; it is a course that is two-levels below transfer. ESL-071 (one-level below transfer) began to be offered in SPRING 2013. ESL-070 and ESL-071 are courses that combine ESL writing and reading. ESL-069 (three-levels below transfer) began to be offered during the FALL 2013 semester; it was offered for three semesters until the end of FALL 2014.

ESL Writing-Discipline

ESL-Writing saw a statistically significant increase ($p < 0.05$) in the proportion of success in 2013-2015 (64.6%) in comparison to 2011-2013 (37.7%). While there was a reduction in the number of attempts witnessed in 2013-2015 (189) in comparison to 2011-2013 (395), there were nearly as many successes (122 vs. 149) respectively.

There was a shift in the ESL-Writing courses offered. For ESL-Writing courses that were 3-levels below transfer, ESL-050A and ESL-055A were offered up until SPRING 2013 when they were replaced by ESL-069A (Top Code: ESL Writing) and ESL 69 (Top Code: Integrated ESL). For ESL-Writing courses that were 2-levels below transfer, ESL-050C was offered until FALL 2012 and ESL-055B was offered until SPRING 2013; they were replaced by ESL-070A (Top Code: ESL Writing) and ESL 70 (Top Code: Integrated ESL). For ESL-Writing courses that were 1-level below transfer, ESL-051 and ESL-060 were offered until SPRING 2013; they were replaced by ESL-071A (Top Code: ESL Writing) and ESL 71 (Top Code: Integrated ESL).

ESL Reading-Discipline

A statistical comparison between 2013-2015 and 2011-2013 for ESL-Reading is not available. The reason is that ESL-Reading courses were not offered past the SPRING 2013 semester since the program shifted to accelerated integrated Reading and Writing courses. RESL-Reading consisted of one course which had been renamed and numbered (i.e., RESL-049, RESL-050); the courses were identical and were only renamed. They were 3-levels below transfer. RESL-050 was offered until SPRING 2012; whereas RESL-049 was offered during the FALL 2012 and SPRING 2013 semesters.

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

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 only 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.

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	<u>A</u>	The percentage of students who begin at two writing levels below Freshman composition, or two ESL levels below Freshman composition, or two Reading levels below transfer composition and successfully complete Transfer composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-17 as compared with 2009-10.	\$27,000 _____ _____ _____
Long Term Goal #2	<u>B</u>	The percentage of students who begin at four levels below transfer level math courses and successfully complete one transfer level math course within four years will increase by 2% annually in 2014-2015, 2015- 2016, and 2016-17 as compared with 2009-10.	\$24,000 _____ _____
Long Term Goal #3	<u>C</u>	The percent of basic skills students receiving advising/counseling services will increase by 2% in 2011-12 in 2014-2015, 2015-2016, and 2016-2017 over levels established in 2009-10.	\$35,000 _____ _____

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.

27,000 Long Term Goal #1 Amount

24,000 Long Term Goal #2 Amount

35,000 Long Term Goal #3 Amount

 Long Term Goal #4 Amount

 Long Term Goal #5 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

17,000 Program and Curriculum Planning and Development

 Student Assessment

35,000 Advisement and Counseling Services

20,194 Supplemental Instruction and Tutoring

75,000 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	Continue support of institutional research in basic skills areas.	A, B & C	May 2016	Exec. Dean of Institutional Effectiveness	Institutional Effectiveness, Educational Services & Planning	BSI research studies posted on research website.	\$41,000
Activity #2	Continue support of faculty development related to basic skills	A, B & C	May 2016	BSI Coordinator/ Faculty Co-Chair	Institutional Effectiveness, Educational Services & Planning	Faculty will be able to attend targeted conferences and attend curriculum development retreats	\$15,000
Activity #3	Coordinate and administer BSI program	A, B & C	May 2016	BSI Coordinator	Institutional Effectiveness, Educational Services & Planning	Assure effective implementation of BSI projects	\$34,000
Activity #4	Continue to support the development of electronic resources for early intervention and tutoring services in basic skills areas.	C	May 2016	Assistant Director, First Year Experience	Institutional Effectiveness, Educational Services & Planning	Continue to grow our Early Alert System and follow up services.	\$35,000

Activity #5	Support expansion of Supplemental Instruction into basic skills levels of math, English and Reading.	B	May 2016	Executive Dean of Institutional Effectiveness	Institution Effectiveness, Educational Services & Planning	Increase number of basic skills math, English and reading sections that receive Supplemental Instruction	\$20,194
		_____	_____	_____	_____	_____	_____
		_____	_____	_____	_____	_____	_____
		_____	_____	_____	_____	_____	_____

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.

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

- 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 #6	Support expansion of Online Tutoring services	___ A&B ___	___ May 2016 ___	___ Executive Dean of Institutional Effectiveness ___	___ Institutional Effectiveness, Educational Services & Planning ___	Expand availability of online tutoring services ___ each semester ___	___ ___
Activity #7	___ Support the expansion of non-credit programs	A, B & C	May 2016	Executive Dean of Institutional Effectiveness	Institutional Effectiveness, Educational Services & Planning	Hiring of a non-credit technician	\$17,000
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

- 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 #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

- 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 #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

- 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 #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>
