

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

08/21/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Kathy

Name

Mendelsohn

Title

Dean, Academic Affairs

District

Hartnell Community College

College

Hartnell College

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3. How do you prefer to be contacted?

Phone

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 [before](#) [submitting](#) [your](#) [plan](#).

What are the obstacles to doing so?

While the College recognizes the need to provide a student academic support environment, finding the space to do so is challenging. In Fall 2015, Hartnell will have centralized academic support leadership but not a centralized facility to deliver these services.

Although Supplemental Instruction has been increasing, there is limited participation by both faculty and students. It has been determined that the marketing of these support services needs to be improved. In addition, multiple stakeholders on campus offer similar services without centralized coordination. This results in inefficiencies and redundancies.

While workshops have been developed, staffing, scheduling and promotion still need to happen.

Because we are waiting for a common assessment tool from the state, further development of the workshops is on hold. In the interim, the Student Success Committee is grappling to determine ways to help improve the placement process.

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)

Initially, the funding for the Retention Alert module and counselor support was provided by Title V and BSI monies in 2009. There was a need for the faculty involved in the pilot to be teaching either STEM or basic skills courses. Counselors strongly recommended that a CHM 22 (The Science of Chemistry) instructor be included in the pilot. In Spring 2013, five faculty and an adjunct counselor participated in the pilot, and 37 Retention Alert cases were submitted.

Improvements were made based on observations from faculty and counselors. As of Fall 2015, the ownership and continued improvement of this endeavor has been transferred to Student Affairs. A flowchart diagramming a more structured process has been developed to streamline overall effectiveness and capacity.

One expanded effort of the assessment workshops is the collection and analysis of writing samples from ENG 253 classes (two levels below transfer). This data will be evaluated and tabulated Fall 2015 and used to guide discussion and placement accuracy. In addition, the data will provide direction for new initiatives for student support.

How are you able to successfully expand or "scale up" these successful projects and programs? (Please provide descriptions for each item)



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](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) 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/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

From 2013-2015, English writing success increased by just over 3.5 percentage points. Between 2011-2013, there were 3,007 attempts with 2,073 success in 2013. In 2014, there were 4,500 attempts with 3,000 success in 2015.

ESL Writing-Discipline

NA

ESL Reading-Discipline

NA

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.

Increase ESL class enrollment by 2 percent each year.

Increase success rates in integrated ESL classes by 2 percent each year.

Develop and implement new student academic support services for basic skills students in math, English, and ESL.

Increase the visibility, access, and use of electronic tutorial services campus-wide, with focus on King City Center students.

Develop, initiate, and maintain student academic support services for foster youth, veterans, and students with disabilities.

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	1	Increase ESL class enrollment by 2 percent each year.	24,298
Long Term Goal #2	2	Increase success rates in integrated ESL classes by 2 percent each year.	24,298
Long Term Goal #3	3	Develop and implement new student academic support services for basic skills students in math, English, and ESL.	24,298
Long Term Goal #4	4	Increase the visibility, access, and use of electronic tutorial services campus-wide, with focus on King City Center students.	24,298
Long Term Goal #5	5	Develop, initiate, and maintain student academic support services for foster youth, veterans, and students with disabilities.	24,298

Long Term Goal Total

Long Term Goal #1 Amount: 24,298

Long Term Goal #2 Amount: 24,298

Long Term Goal #3 Amount: 24,298

Long Term Goal #4 Amount: 24,298

Long Term Goal #5 Amount: 24,298

Total : 121490

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

Program and Curriculum Planning and Development: 16,490
 Student Assessment: 15,000
 Advisement and Counseling Services : 40,000
 Supplemental Instruction and Tutoring : 20,000
 Coordination & Research : 20,000
 Professional Development: 10,000
 Total : 121490

Comments: NA

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	The Student Success Committee (SSC) will work with the campus Communications Director and faculty to develop PR and marketing strategies to promote increased ESL enrollments.	1	05/01/2016	Jason Hough, Chair	Academic Student Affairs and Communications Director	Enrollments will increase by 2% over academic year 2014/2015.	24298
Activity #2	Additional tutorial and computer support services will be promoted for ESL integrated classes.	2	05/01/2016	Jason Hough, Chair	ESL and Tutorial Services	Student success rates will increase by 2% over academic year 2014/2015.	24298
	Create stand-alone workshops				ESL English	The workshops will result in a participation head count	

Activity #3	targeting basic skills needs (as reported by counselors and faculty).	3	05/01/2016	Jason Hough, Chair	ESL, ENGLISH, Math and Counseling Services.	of 200 students by end-of-year 2015/2016 w/survey assessment of student perception of efficacy.	24298
Activity #4	The Student Success Committee (SSC) will work with the campus Communications Director and the Dean of South County Services to develop PR and marketing strategies to promote increased participation in online tutorial services.	4	05/01/2016	Jason Hough, Chair	Communications Director and Dean of South County		
