

Section A – Organizational/Administrative Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: _____ Kern County Community College District _____
College: _____ Cerro Coso Community College _____

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|---|---|---|
| Simplify Action Plan to implement best practices and strategies for improving success, retention, and completion for Cerro Coso Basic Skills students and their specific/identified needs. | <p>A.1.2 Institutional leadership demonstrates a commitment to developmental education.</p> <p>A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</p> | <p>Begin Fall 2010 Use Institutional Research data through Fall 2011</p> | <p>Basic Skills Coordinator/ Basic Skills Initiative Committee</p> |
| Adding Supplemental Instruction | <p>A.5 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.</p> | <p>Spring 2011</p> | <p>Basic Skills Coordinator with Basic Skills Initiative Committee</p> |
| Basic Skills Lab | <p>A.5.3 A comprehensive learning assistance center provides support to developmental education students.</p> <p>A.5.4 Peers, and/or faculty provide mentoring to developmental education students.</p> <p>A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</p> | <p>Pilot Spring 2011 Modify Fall 2011</p> | <p>Basic Skills Coordinator with Basic Skills Initiative Committee</p> |
| Pilot a contextualized learning English/Reading | | <p>Pilot Spring 2011</p> | <p>Basic Skills Coordinator with Basic Skills Initiative Committee</p> |

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|---|--|-------------------|--|
| Provide Basic Skills textbooks in all campus library/LRC | A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. | Spring 2011 | Basic Skills Initiative Committee |
| Working with counseling to implement an extended orientation for Basic Skills Students and work with instructors to require a long-term Education Plan for all Basic Skills students. | A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. | Begin Spring 2011 | Basic Skills Initiative Committee and Counseling Department |
| Work with department chairs to add learning and self-efficacy skills to the student learning outcomes for Basic Skills courses. Use Smart Grades to collect data on self-efficacy. | A.7.1 A clearly defined and widely shared definition of 'successful developmental education' exists. A7.5 Faculty/Staff communicate clear expectations for student behaviors/performance in developmental courses and programs A 3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with students services. B2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement. | Begin Spring 2011 | Basic Skills Initiative Committee and English and Math department chairs |
| Hold regular basic skills initiative meetings and report to the Academic Senate | A.7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students. | Begin Fall 2010 | Basic Skills Initiative Committee |

| | | | |
|---|--|-------------------|---|
| | A 3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with students services. | | |
| Explore streamlining data collection with programs such as SARS or Acutrack | B.2.5. Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement. | Begin Spring 2011 | Basic Skills Coordinator with Vice President |
| Continue to use a part-time faculty counselor to be the lead faculty for basic skills best practices in student services. | A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education. | | Basic Skills Initiative Committee and Counseling Department |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section B – Program Components

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: _____ Kern County Community College District

College: _____ Cerro Coso Community College

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|---|---|-----------------------------------|--|
| <p>Continue to identify training needs for counseling staff in the area of developmental education and conduct a series of trainings.</p> <p>Expand training to other staff in counseling department.</p> | <p>B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p> | <p>Fall 2010</p> <p>Fall 2011</p> | <p>Lead Counseling Faculty</p> |
| <p>Continue to collect data and analyze pre-enrollment and assessment activities for developmental students both onsite and online (Pilot Fall 2009)</p> <p>Find other means of assessing students including CTE and transfer students who have study skill or computer needs.</p> <p>Find and implement student specific data to meet the specific needs of development students (e.g., A+ Advancer, Nelson Denny, Work Keys).</p> | <p>B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.</p> <p>B.2.3 Summative program evaluation activities occur on a regular basis.</p> <p>B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.</p> <p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p> | <p>Dec 2009 to Fall 2011</p> | <p>Lead Counseling Faculty Counseling / Assessment</p> |
| <p>Research/receive training in best practices regarding integrating counseling and instruction both onsite (e.g., attending Student Success and LINKs Conferences)</p> | <p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p> | <p>Fall 2010</p> | <p>Lead Counseling Faculty Basic Skills Initiative Committee</p> |

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| <p>Actively seek and integrate information from Institutional Researcher and other campus reports and plans such as student equity plan, into basic skills discussions to improve retention and success.</p> | <p>B.2.3 Summative program evaluation activities occur on a regular basis.</p> <p>B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs.</p> <p>B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.</p> | <p>Fall 2010</p> | <p>Counseling Institutional Researcher Basic Skills Initiative Committee</p> |
| <p>Identify non-course related student learning outcomes (e.g., Smart Grades) in developmental education program in the areas of advising, counseling ,and learning support services. Gather and disseminate information on these outcomes.</p> | <p>B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs.</p> <p>B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement</p> | <p>Fall 2010</p> | <p>Director of Counseling Basic Skills Coordinator/Basic Skills Initiative Committee</p> |
| <p>Update course outline of record for all basic skills courses in reading, writing, math, counseling, personal development, and interdisciplinary studies and with course content and student learning outcomes shaped by definition of “successful developmental education” and institutional data.</p> | <p>B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.</p> | <p>Spring 2010 through Fall 2011</p> | <p>Department chairs – Communications, Math, Counseling, Humanities, and Social Sciences Departments</p> |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section C – Faculty and Staff Development

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: _____ Kern County Community College District _____

College: _____ Cerro Coso Community College _____

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|---|---|----------------------------|--|
| Attend Conferences such as Student Success, LINKS, contextualized learning | C.3.1. Development of education staff development activities are clearly linked to department, program, and/or institutional goals. | Begin Fall 2010 | Basic Skills Initiative Committee |
| Purchase membership for Teaching for Success, and online training tool for Basic Skills faculty | C.3.2. Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. | Spring 2011 | Basic Skills Coordinator and Basic Skills Initiative Committee |
| Conduct faculty inquiry group to meet the needs of basic skills students across the curriculum for the improvement of teaching and learning | C.1.1 Department, program, and/or institutional goals, related to the improvement of developmental education are established. C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.” | Begin Fall 2010 | Basic Skills Initiative Committee |

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|--|--|------------------------------------|---|
| <p>Provide Flex Day activity in the spring focused on Reader Apprenticeship and to promote the Reader Apprenticeship conference in February for further training</p> | <p>C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.</p> <p>C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</p> | <p>Spring 2011</p> | <p>Basic Skills Coordinator and Basic Skills Initiative Committee</p> |
| <p>Plan and develop all day workshop in response to faculty inquiry group to be hosted in Fall 2011 with specific subjects and/or guest speakers to meet developmental needs in all areas of instruction, counseling, and learning support services related to the mission, philosophies, and goals of developmental education and departments and programs.</p> | <p>C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</p> <p>C.3.1. Development of education staff development activities are clearly linked to department, program, and/or institutional goals.</p> <p>C.3.2. Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p> | <p>Planning begins Spring 2011</p> | <p>Basic Skills Coordinator and Basic Skills Initiative Committee</p> |
| <p>Survey for regularly evaluating the faculty development and for planning faculty workshops</p> | <p>C.2.4. The staff development program for developmental educators is regularly evaluated by participants, and data collected for use for continuous improvement.</p> | <p>Fall 2010</p> | <p>Basic Skills Initiative Committee</p> |

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| <p>Research and provide opportunities for ongoing planned professional development whereby faculty and staff can be the prime movers of their own professional development needs. Examples: Flex activities, focus groups, in-stream training, courses and conferences. Provide financial support for adjunct faculty to attend workshops and flex training/meetings.</p> | <p>C.3.2. Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p> | <p>Begin Fall 2010 through Fall 2011</p> | <p>Basic Skills Coordinator/Basic Skills Committee and Institutional Researcher</p> |
|---|---|--|---|

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section D – Instructional Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: _____ Kern County Community College District

College: _____ Cerro Coso Community College

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|---|----------------------------|--|
| <p>Coordinate and implementation of best practices and strategies for improving success, retention, and completion rates for basic skills students, such as basic skills reading, writing, math, and ESL labs, supplemental instruction, contextualized learning in reading and writing, and articulating problem solving/critical thinking in developmental courses including online courses. .</p> | <p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across curriculum, and use of writing labs.</p> <p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics</p> <p>D.2.3 Developmental course courses/programs implement effective curricular for ESL</p> <p>D.2.4 Developmental courses/programs implement effective curricula for development of study skills</p> <p>D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum.</p> | <p>Fall 2011</p> | <p>Basic skills Initiative Committee</p> |
| <p>Continue to develop strategies for addressing the social and emotional development of students in developmental courses including those online.</p> | <p>D.3.1 In classroom teaching/learning, attention is paid to students’ attitudes and emotions.</p> <p>D3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.</p> <p>D.3.4. Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.</p> | <p>Spring 2011</p> | <p>Basic skills Initiative Committee</p> |

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| <p>Use a variety of instructional approaches and sources such as student equity data, Smart Grades summative data as complete a list of student expectations and develop a means for communicating these to students.</p> | <p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies</p> <p>D6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher centeredness.</p> <p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p> <p>D2.1,2,3,4 Developmental courses/programs implement effective curricula and practices for: English, math, ESL, and student skills D2.4 Developmental courses/programs implement effective curricula for development of study skills</p> <p>D3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.</p> | <p>Begin Spring 2011 through Fall 2011</p> | <p>Basic skills Initiative Committee</p> |
| <p>Explore methods to expand frequent and early feedback in developmental courses, including those online such as Snap Grades or the availability of freeware.</p> | <p>D.9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students</p> | <p>Spring 2011</p> | <p>Basic skills Initiative Committee</p> |
| <p>Use data to determine which institutional practices and programs such as A+ Advancer, move students toward self-directed learning in developmental courses, including those online</p> | <p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in activity assessing and monitoring their own motivation and learning.</p> | <p>Begin Spring 2011 through Fall 2011</p> | <p>Basic skills Initiative Committee</p> |

| | | | |
|--|--|------------------------------------|---|
| <p>Update course outlines of record for all basic skills courses with content and student learning outcomes shaped by definition of “successful developmental education” and district and institutional data such as the CLASS study, cut scores.</p> <p>Further develop ESL courses offerings as needed for each campus.</p> | <p>D.7.1 Developmental education courses entry/exit standards are regularly reviewed and revised as necessary.</p> <p>D.2.3 Developmental courses/programs implement effective curricula for ESL</p> <p>D2.4 Developmental courses/programs implement effective curricula for development of study skills</p> <p>D.4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.</p> <p>D.4.3 Developmental instruction reflects cultural sensitivity an culturally mediated instruction.</p> | <p>Spring 2011 and ongoing</p> | <p>Basic Skills Initiative Committee and English and Mathematics faculty chairs</p> |
| <p>Continue processes for facilitating and promoting the exchange of effective instructional strategies among faculty within and between developmental disciplines (faculty inquiry groups) plus between developmental disciplines and other education programs.</p> | <p>D.8.1 Formal process exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines</p> <p>D.8.2 formal process exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.</p> <p>D.8.3 Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.</p> | <p>Begin Fall 2010 and ongoing</p> | <p>Basic Skill Initiative Committee</p> |
| <p>Continue to increase forms of supplemental instruction in basic skills courses and identify courses with identified basic skills needs such as study groups, language practice, targeted tutoring, lab or study skill workshops or counseling components based on identified needs.</p> <p>Continue to research and review minimum levels of course-related learning assistance to be offered at all sites, including online, and initiate a process for annual review of these minimum levels.</p> | <p>D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups self-paced instruction, via video or software, and experiential learnibng.</p> | <p>Begin Fall 2010 and ongoing</p> | <p>Lead LAC Faculty, Basic Skills Coordinator, Vice-President, Academic Affairs, Vice-President, Student Services</p> |

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

EXPENDITURE PLAN TEMPLATE

2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN

(Due on or before December 10, 2010)

District: **Kern County Community College District**

College: **Cerro Coso Community College**

| CATEGORY | 2010-11 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION |
|--|--|
| A. Program and Curriculum Planning and Development | \$ |
| B. Student Assessment | \$ |
| C. Advisement and Counseling Services | \$ |
| D. Supplemental Instruction and Tutoring | \$ |
| E. Articulation | \$ |
| F. Instructional Materials and Equipment | \$ |
| G. Other: | |
| Coordination | \$ |
| Research | \$ |
| Professional Development | \$ |
| TOTAL | \$ |

Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

**2010-2011 Basic Skills Allocation End-of-Year Report
2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan**

Submission Deadline: October 10, 2011

Cerro Coso Community College

Please find attached the instructions and templates for submission of your 2010-2011 Basic Skills Allocation End-of-Year Report and your 2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan. All documents are due at the Chancellor's Office on or before October 10, 2011.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please contact Mark Wade Lieu at 916.327.2987 or mlieu@cccco.edu.

[1]. 2008-09 | 2009-2010 | 2010-2011 Basic Skills Allocation End-of-Year Expenditure Reports for FY 2010-11

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2011 for each of the funding years. Original signatures are required from the Chief Executive Office, the Chief Business Officer, and the Academic Senate President on each form.

[2]. Narrative Response to Basic Skills Improvement and Completion Rates for Credit Courses

On this form, you have been provided with your college's basic skills completion and improvement rates for 2007-2010 (taken from the ARCC Basic Skills Supplemental Report – Tables E2 and E3). Responding to the questions in this section, discuss how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the basic skills professional development project, in 2012. *Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.*

[3]. Data Analysis for Selected Activities

You are being asked to summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. Tutoring
2. Learning Communities
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

You may submit analyses that you have already completed through your campus processes or use the list of potential approaches provided in this section.

[4]. 2011-2012 Basic Skills Action Plan

Rather than listing all basic skills activities/interventions planned for 2011-2012, we are requesting that your action plan focus on, at most, five activities/interventions. For each of these activities/interventions, we ask that you give thought to what the measurable outcome is and how you will judge that this activity/intervention has been effective. The Effective Practice and Strategy ID can be found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges*.

We hope that the narrative response and data analysis required for 2010-11 will help you prepare for the development of your 2011-12 Action Plan, and we see this change in the 2011-12 Action Plan as assisting you in filling out the end-of-year report next year.

The college should complete the Long Term Goals [4b] form only if there are changes to the college's original long term goals from 2009-2010.

[5]. 2011-2012 Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2011-12 allocation. (See the proposed district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August, 2011.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college's 2010-11 - 320 reports that are due at the Chancellor's Office on November 1, 2011, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2011-12 State Budget language. If your college does not generate FTES equivalent to \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

Mail the signed Reports and Plans to:

Mark Wade Lieu, Academic Affairs
California Community Colleges Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2011-12 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2011-12 and the items purchased/funded that were specified in the Expenditure Plan. The 2011-12 End-of-Year report is tentatively scheduled to be due on October 10, 2012.

**[1a] 2008-09 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Cerro Coso Community College

Basic Skills funds allocated in 2008-2009 expire as of June 30, 2011, and cannot be expended beyond that date. All unexpended funds as of July 1, 2011, revert back to the State Budget. Enter from the 2008-09 allocation the total expenditures from 7/1/2008 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds (refer to the final 2008-2009 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

| Category | Total Allocation for 2008-2009 | Total Expenditures by Category from 7/1/08 through 6/30/11 | Total Unused Allocation Reverting Back to the State |
|---|---------------------------------------|---|--|
| A. Program, Curriculum Planning and Development | | | |
| B. Student Assessment | | | |
| C. Advisement and Counseling Services | | 29,928 | |
| D. Supplemental Instruction and Tutoring | | 20,933 | |
| E. Course Articulation/ Alignment of the Curriculum | | | |
| F. Instructional Materials and Equipment | | 3,015 | |
| G.1 Coordination | | 40,369 | |
| G.2 Research | | | |
| G.3 Professional Development | | 5,755 | |
| TOTAL: | 100,000 | 100,000 | 0 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1b] 2009-2010 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Cerro Coso Community College

Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, will revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures and encumbered amounts from 7/1/2009 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

| Category | Total Allocation for 2009-2010 | Total Expenditures by Category from 7/1/09 through 6/30/11 | Total Encumbered Amounts by Category as of 6/30/11 |
|---|---------------------------------------|---|---|
| A. Program, Curriculum Planning and Development | | | |
| B. Student Assessment | | | 15,000 |
| C. Advisement and Counseling Services | | | |
| D. Supplemental Instruction and Tutoring | | 19,977 | 18,553 |
| E. Course Articulation/ Alignment of the Curriculum | | | |
| F. Instructional Materials and Equipment | | 2,966 | 10,000 |
| G.1 Coordination | | 93 | 16,593 |
| G.2 Research | | | |
| G.3 Professional Development | | 3,008 | 3,810 |
| TOTAL: | 90,000 | 26,044 | 63,956 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2010-2011 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Cerro Coso Community College

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

| Category | Total Allocation for 2010-2011 | Total Expenditures by Category from 7/1/10 through 6/30/11 | Total Encumbered Amounts by Category as of 6/30/11 |
|---|---------------------------------------|---|---|
| A. Program, Curriculum Planning and Development | | | 16,824 |
| B. Student Assessment | | | 8,000 |
| C. Advisement and Counseling Services | | | 8,973 |
| D. Supplemental Instruction and Tutoring | | 4,660 | 13,110 |
| E. Course Articulation/ Alignment of the Curriculum | | | |
| F. Instructional Materials and Equipment | | | 4,649 |
| G.1 Coordination | | | 17,500 |
| G.2 Research | | | |
| G.3 Professional Development | | 1,285 | 15,000 |
| TOTAL: | 90,000 | 5,945 | 84,055 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[2] 2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Narrative Response

Below, you have been provided with your college’s basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3 (see the following page for detailed definitions of the metrics). Please respond to the questions below concerning how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the Basic Skills Professional Development Grant, in 2012. Each response is limited to 200 words.

Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.

Cerro Coso Community College

Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

| | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------|-----------|-----------|-----------|
| Mathematics | 53.1 | 59.4 | 53.3 |
| Writing | 54.6 | 51.2 | 48.8 |
| Reading | 53.1 | 42.6 | 42.5 |
| ESL | 64.3 | 71.1 | 81.1 |
| All Basic Skills | 54.9 | 55.1 | 50.8 |

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

| | 2005/06 to 2007/08 | 2006/07 to 2008/09 | 2007/08 to 2009/10 |
|------------------|--------------------|--------------------|--------------------|
| Mathematics | 55.0 | 50.9 | 49.8 |
| Writing | 36.6 | 37.0 | 34.1 |
| Reading | 63.1 | 62.7 | 41.7 |
| ESL | 0.0 | 0.0 | 22.2 |
| All Basic Skills | 48.4 | 46.5 | 42.5 |

1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year? Identify these activities by the Effective Practices ID found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges* (e.g. A.4.1 = students are required to receive early assessment and advisement)

1. Pay to retain a part-time basic skills faculty counselor to be the lead faculty for basic skills best practices in student services.

Effective Practice ID:

- **A.1.2** institutional leadership demonstrates a commitment to developmental education
- **A.1.5** Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution
- **A.6.1** Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education
- **B.3.1** A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.
- **B.3.2** Counseling and instruction are integrated into the developmental education program.

- **B.3.3** Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
- **B.3.4** Counseling of developmental education students occurs early in the semester/quarter.

2. Establish a basic skills lab: buy computers and computer software for the basic skills lab

Effective Practice ID:

- **A.1.5** Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.
- **A.3.1** A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated.)
- **A.4** Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- **A.5.1** Course-related learning assistance (e.g., supplemental instruction, course-based tutor) exists.
- **A.5.3** A comprehensive learning assistance center provides support to developmental education students.
- **A.5.4** Peers, and/or faculty provide mentoring to developmental education students.
- **D.6.3** The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.

3. Buy reserve textbooks for all basic skills classes at all campus to be used by tutors and students who lack the finances to purchase textbooks

Effective Practice ID:

- **B.4.1** Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.
- **B.4.3** The institution actively solicits additional aid sources in support of developmental students (e.g. potential scholarship donors or textbook grants).

4. Implement extended orientation and long-term educational plans for students placed in basic skills courses

Effective Practice ID:

- **B.1.4** Expanded pre-enrollment activities exist for students placed into developmental education courses
- **B.3.1** A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.
- **B.3.3** Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
- **B.3.4** Counseling of developmental education students occurs early in the semester/quarter.
- **D.3.5** College programs promote basic skills students' social integration into and identification with the college environment
- **D.10.1** Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).

5. Implement flex day activities that focus on basic skills

Effective Practice ID:

- **A.6.2** Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.
- **A.6.3** Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.
- **A.4.4** A sufficient portion of developmental education courses sections are taught by full-time faculty and the full-time to part-time ratio for basic skills is similar to the ratio for college-level classes and disciplines
- **C.3.1** Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.
- **C.3.2** Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.
- **C.3.3** Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.
- **C.5.2** Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching” which in turn develops a “community of scholars.”
- **D.6.1** Instructors in developmental education courses assess, employ and incorporate a variety of activity learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).
- **D.6.2** Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.

2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.

Supporting an adjunct basic skills counselor has had a positive effect on our basic skills students. Our trained counselor has been able to work specifically with underprepared students to help them set realistic goals and by working with the whole student, emotionally and cognitively. In conjunction with her classroom presentation that familiarized students with services available at Cerro Coso, she has had the students complete a SmartGrades assessment. This measured eight areas of students’ readiness for college and possible barriers that may stand in their way, such as time management, responsibility, family involvement, and school involvement.

This assessment is followed up with activities/assignments by the classroom instructor. Establishing a computer lab that provides supplemental instruction specifically geared toward basic skills students also has an impact on retention and success.

The professional development activities contribute to success and retention because they prepare basic skills instructors to meet the needs of underprepared students in their classes – whether that course is a basic skills course (below 100 level) or a transfer level course. Because Cerro Coso has advisories rather than prerequisites, we find basic skills students in classes of all skill levels, whether they are prepared for that class or not.

3. What activity/intervention worked particularly well for your college/center? Please explain.

Hiring and supporting a part-time Basic Skills counselor has worked particularly well for our college. While all counseling staff are available to advise and counsel the basic skills students, having a knowledgeable, experienced and motivated professional who works exclusively with basic skills students is an advantage. Our basic skills counselor has taken the lead in finding ways to best meet the needs of underprepared students. She organized and implemented an extended classroom presentation (45 minutes to an hour, rather than the previous 15 minutes presentation). She also is responsible for assisting students with finding interventions sooner rather than later when faced with non-academic obstacles (D.3.3, D.9), and with enhancing student motivation, engagement in learning, social integration, and helping students identify with the college environment (D.3.4, D.3.5). Furthermore, having a part-time basic skills counselor increases the above practices, as well as working with counseling staff college-wide and all basic skills instructors to implement these practices in a thorough, uniform, and consistent manner.

4. What activity/intervention didn't work well for your college/center? Please explain.

While there are some positive benefits of SmartGrades (it focused on soft skills (learning and self-efficacy) and several (though not all) faculty members followed up with specific lessons to help students improve in the areas they showed deficiencies, there were also many negatives to this intervention.

For example, some students who do very well in their classes fall below the watchlines, and they become overly worried or self-conscious about their ability to succeed in college. Many, many other students who demonstrate classroom behavior that would place them below the watchlines actually score well on the assessment, giving them a false sense that they are doing things just fine. We, counselors and instructors, saw very similar results regarding the "low" areas from semester to semester.

5. What challenges did you face in engaging in these activities/interventions?

We just this year have a full-time Institutional Researcher who has the skills to help develop, evaluate and assess data and measures in order to properly assess current and future programs. As a result, prior to this, several programs were started for the purpose of increasing student success and to help students transition from their basic skills courses through transfer level courses. However, without the assistance of a trained researcher, the data we were collecting turned out to be data that could not measure the success of individual students. For example, while we were able to show how many students took advantage of a specific intervention, we could not show, in some cases, which class that intervention was connected with, so we were not able to demonstrate retention or a successful completion in a course. In some instances, student names were collected, but no student ID number, so there was no way for the researcher to track success.

6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?

For years data in the student information system has been opaque since we could not validate performance data related to basic skills courses. It has been time consuming to review course coding and relationships between state and college level data, but the results are empowering and immediately available to faculty and staff.

Despite a 7% increase in enrollment, 2011 spring retention saw a percentage change of 20.7% from the prior Spring. Likewise, success increased 23.5% from 50.6% to 58% for all for-Credit Basic Skills courses from spring 2010 to 2011. Through better communication, DR rates –which have strongly affected retention and success – have begun to decrease and will reveal the true progress of Basic Skills in progress before the implementation of the DR grades.

Without an Institutional Research, Cerro Coso faculty and staff have had difficulty collecting measurable data, primarily because we, as a college, did not understand the data collection. That is to say, we did not ask the right questions; therefore, we did not collect the correct data. This is evident by the results shown above with Early Alert. What we still need is an electronic system that will collect data (such as SARS TRAK or ACUTRAK) in order for the Institutional Research to provide us the data to properly assess and evaluate programs.

7. Additional comments

Recent research study on Completions using ARCC SPAR data shed much light on the long term prospects for underprepared students. The study explored the link between level of underpreparation and the likelihood for long term success at achieving SPAR. The study also highlighted areas in the matriculation process that the college is using to focus major efforts to strengthen the support to underprepared students from their entry through graduation.

With the addition of a researcher to Cerro Coso, the college was able to identify course coding mistakes in MIS data to help yield accurate data. The research is also able to study how interventions affect success in basic skills. This is new to the college in the past year.

This is really a groundbreaking year for us as a basic skills committee. We now have an Institutional Research and an administrative team who view basic skills success and completion as one of the most important directions we as a college need to take. This, however, has not always been the case. A past administrator who oversaw the basic skills program would not authorize the release of funds because he feared the state would recall those funds and we would have to send them back. Furthermore, as a committee, we spent over two years researching and developing plans for a basic skills department, plans that was approved by Academic Senate, but then rejected at the district level. And while much time was spent on researching best practices, until this year, many of those best practices were not implemented. We are now in a position where we have begun implementing and collecting data, so we will have specific results to report next year on our Action Plan.

Annual Successful Course Completion Rate for Credit Basic Skills Courses (Table E2 of ARCC Supplemental Report)

Definition: The cohorts for credit basic skills course completion rate consisted of enrollments in basic skills courses for credit in the academic years of interest (2007/08, 2008/09, and 2009/10). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under title 5 or in the Chancellor’s Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Improvement Rates for ESL and Credit Basic Skills Courses (Table E3 of ARCC Supplemental Report)

Definition for Basic Skills Courses: The improvement rate for credit basic skills cohorts consisted of students enrolled in a credit basic skills English or mathematics course that successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify mathematics and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Precollegiate basic skills” designation is no longer used under title 5 or in the Chancellor’s Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial credit basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level credit course in the same discipline within three academic years of completing the first credit basic skills course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

Definition for ESL Courses: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

[3] Data Analysis for Selected Activities

You are being asked to summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. Tutoring

Spring 2011, Cerro Coso analyzed tutoring data from four campuses for the impact of tutoring usage on student's class performance. Trends indicate need for further analysis. Infrastructure is now being developed to allow more robust tracking of tutoring effectiveness on class performance and outcomes.

251 students enrolled in open entry Supervised Tutoring*. Criteria for reliable data collection and a threshold 4 +hours of tutoring reduced usable data to 154 students (61%). 0-3 hours tutoring or invalid data made up 39% of data.

Results: Class performance compared to 4+ hours tutoring resulted in 74.7% of students with performance above a "C"; the remaining 25.3% were below a "C". The below "C" performance showed 20% used 4-13 hours, 3.9% students used 14-18 hours. Above "C" performance showed 45 % used 4-13 hours, 26.5 % used 14-23 hours. Average tutoring hours for **below "C" performance was 6.5 hours; for above "C" performance 19 hours.**

Conclusions: It appears students who consistently used tutoring did better than those who did not and 4-18 hours of tutoring have a definite positive impact.

Actions: Infrastructure for accurate data tracking is needed. Data on the impact of referrals and impact of tutoring individually, longitudinally and college wide is needed

**During Spring 2011 the course name was changed to Supervised Tutoring from a lab due to state supplemental instruction requirement. Students were self-referrals.*

2. Learning Communities
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. **Early Alert**

Spring 2011, Cerro Coso analyzed Early Alert data from IWV campus for the impact on student retention and success. Further analysis is needed to determine actual retention and success related to Early Alert.

Between Spring 2007 and Spring 2011 Early Alert was sent to students in 22 basic skills classes (English, Reading, and Math).

169 students received an Early Alert notice. All students received a call from their counselor, and an email from the tutoring center advising them to come in for tutoring.

Results: Class performance and retention success rates we not kept for students who received early alerts. Criteria for reliable data collection make the results unverifiable and alert the college that improved data collection and further analysis is needed.

7. Transition from noncredit to credit

You may submit analyses that you have already completed through your campus processes. Data disaggregated by ethnicity is strongly encouraged. If you need to create such analyses, here is a list of potential approaches that could be applied.

1. Compare the course success rates of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
 - a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
 - b. Only compare students in same course
 - c. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.
2. Compare the goal attainment rates (e.g., success in next course in the sequence, success in college-level course in same area, transfer readiness, degree completion rates) of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
 - a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
 - b. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.
3. Provide data on Pre / Post tests on domain-specific skills for students within a treatment vs. those who are not
 - a. This can tell you about the change effected in the treatment vs. the comparison groups
4. For noncredit to credit basic skills, report either the number or the rate of students who successfully transition from noncredit to credit basic skills.
 - a. Preferably one would identify a cohort of students who started at a given level of noncredit, and track forward the percentage of them that successfully transitioned to credit basic skills. Raw counts of students transferring to credit basic skills could also be used in a benchmarking fashion to allow year-to-year comparisons if cohorts are difficult to identify.

[4sample] 2011-2012 ESL/Basic Skills Action Plan - SAMPLE

Due on or before October 10, 2011

District: -----SAMPLE-----

College: -----SAMPLE-----

| Planned Action | Effective Practice ID | Target Date for Completion | Responsible Person(s)/ Department(s) | Measurable Outcome | Criteria that Demonstrates Effectiveness |
|---|-----------------------|----------------------------|--|--|---|
| Increase percentage of basic skills courses taught by full-time faculty. | A.1.4 | March 30, 2012 | Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer | As of Fall 2011, 46% of our basic skills courses are taught by full-time faculty. This percentage is a measurable outcome. | The Fall 2012 schedule reflects that at least 55% of our basic skills courses are taught by full-time faculty. |
| Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses. | B.3.2 | June 30, 2012 | Chair of Counseling and Matriculation Departments, Writing Program Chair | The development of a student support services plan targeted to developmental writing students. | The plan is developed and is piloted with at least two developmental writing classes. |
| Participate in statewide regional events conducted by 3CSN and ASCCC and arrange for follow-up workshops on campus. | C.2.1 | June 30, 2012 | Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills | The number of workshops offered on campus and the number of faculty that participate in them. | Four workshops will be offered on campus, and 15% of all full-time faculty will have participated in one or more of them. |
| Improve and increase the effectiveness of the academic support center by including recommended software and other materials in reading and facilitating active learning, study groups, and workshops. | D.10.7 | June 30, 2012 | Reading Program Chair, Learning Center Director | The number of students served by the academic support center increases. | There is a 5% increase in students served in the academic support center over 2010-2011 numbers. |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4a] 2011-2012 ESL/Basic Skills Action Plan

District: Kern Community College District

College: Cerro Coso Community College

Due on or before October 10, 2011

| Planned Action | Effective Practice ID | Target Date for Completion | Responsible Person(s)/ Department(s) | Measurable Outcome | Criteria that Demonstrates Effectiveness |
|--|---|---|---|--|--|
| Implement Student Success (Basic Skills) Lab at all three campuses to provide supplemental instruction in Reading, Writing, and Math to increase success | A.1.2 A.3.2 A.5.1 A.5.3 A.5.4 | IWV Campus – Fall 2011 (collect data and measure Spring 2012 Other campuses Fall 2012 | Basic Skills Committee | Students using the Supplemental Instruction provided in lab should be able to: Improve grade on tests (Math, reading and/or English) Receive a C or better in courses where supplemental instruction (lab) was used at least 10 hours per week | Collect data from Institutional Researcher using SARS TRAK (or similar program) Student receives a C or better course Pre/post test |
| Add soft skills (learning/study skills and self-efficacy skills) to CORs of all Basic Skills Courses | A.5.2 A.7.1 A.7.2 A.7.3 A.7.6 D.1.1 D.1.2 D.1.3 D.3.1 D.3.3 D.3.4 | Spring 2012 | Basic Skills Committee | By the end of the course students will Turn in 90% of all work assigned Use specific skills (test taking, goal setting) provided in class | Pre-course self-assessment survey Midterm self-assessment survey Post self-assessment survey Students will successfully pass the course with a C or better |
| Provide professional Development (flex day activities and workshops) for all Instructors (full- and part-time) who teach basic skills courses | A.1.1 A.1.2 A.3.4 A.6.1 A.6.2 A.6.3 A.7.2 A.7.3 A.7.4 A.7.5 | Spring 2012 | Laura Vasquez (Basic Skills Coordinator) Yifen Chen (Basic Skill Committee member) Basic Skills Committee | By the end of the flex day/workshop activities: All basic skills instructors will be trained in teaching soft skills to basic skills students All instructors will be provided with a variety of specific activities that can be used in class Instructors set specific goals to revise | Goals and practices will be evaluated and revised half-way through the course Goals and practices will be evaluated at the end of the course Instructors use at least three of activities provided in the professional development flex/workshop during the semester |

| | | | | | |
|--|---|--|--|---|--|
| | A.7.6 C.3.1 C.3.2 C.3.3 D.6.1 D.6.2 D.6.3 | | | practices and strategies at the first meeting | |
| | | | | | |
| | | | | | |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4b] Long-Term Goals (5 yrs.) for ESL/Basic Skills

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

1. Ongoing Professional Development

Cerro Coso and the Basic Skills Committee have serious ground to make up here. Ongoing professional Development was identified as a goal in the 2008-2009 academic year; however, up to this point, this goal has not been addressed. These professional development activities must be carried out and evaluated – and give rise to new goals and new activities. An ongoing cycle must be created in which staff development is driven by strategic goals/program philosophies and in turn drives a new iteration of goals and philosophies. We will need continued training in integration of instruction, teaching strategies and methods of instructional delivery, including how to integrate soft skills into the curriculum, and other effective strategies for helping students successfully complete the sequence of basic skills courses and transition into college level courses.

But professional development does not just happen. Even though a funding source now exists, staff development must move forward in a carefully planned way that is linked to larger department, program, and institutional goals ((See below).

In addressing this outcome, the committee must design a process by which developmental faculty and staff can be the prime movers of their own professional development needs. The activities should address both educational theory and practice. They should promote interactions among instructors from different disciplines and should include adjuncts. They should be comprehensive and ongoing, not “one-shot” workshops. They should be linked to intrinsic as well as extrinsic rewards. And they should be regularly evaluated by participants and data collected are used for continuous improvement.

College Strategic Plan:

- Strategic Plan Goal 1: become an exemplary model of student success
- Strategic Plan Goal 4: Strengthen personnel and institutional effectiveness
 - Objective 4.1: provide at least five annual professional development sessions that meet college and/or District wide training needs and evaluate success of defined training outcomes.

Basic Skills Effective Practice ID:

- A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.
- A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.
- A.6.3 Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses
- A.6.4 A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part-time ratio for basic skills is similar to the ratio for college-level classes and disciplines.

- C.2.1 Developmental education faculty are involved in the design, planning and implementation of staff development activities related to developmental education
- C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.
- C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.
- C.2.6 Staff development activities promote interactions among instructors.
- C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.

Completion Date: Ongoing: First Workshop: Dec 2011 /half- to full-day flex/workshop: Spring 2012

Responsible Party: Basic Skills Committee

2. Define Equitable and Minimum Services Needed at Each Site

The second long term goal of the Cerro Coso Basic Skills Committee is to get important and equal services in place at all sites (IWV, KRV, Bishop, and Mammoth). One undeniable outcome of the literature about developmental education is that basic skills instruction can be made more successful by following a set of best practices. Furthermore, these best practices, such as tutoring, basic skills lab, supplemental instruction, need to be available to all students on all campuses.

The first step is to identify which services are being offered at each campus. The next step is to increase/implement services at the site, available at the main campus (IWV), but not yet available at other sites. This includes hiring classified personnel at one or more sites to insure that all campus have equitable services.

These services include:

- Peer-tutoring
- Supplemental Instruction
- Basic Skills labs with the same software available at all campuses
- Classified staff to collect data

College Strategic Plan:

- Pledge #2: Foster Learning
 - We pledge to foster a learning environment that celebrates the diversity of people, ideas, learning styles, and instructional methodologies
- Goal 1: Become an exemplary model of Student Success
- Goal 2: Foster a comprehensive and rich learning environment

Basic Skills Effective Practice ID:

- A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated.)
- A.5.3 A comprehensive learning assistance center provides support to developmental education students.
- A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.
- C.1.1 Department, program, and/or institutional goals related to the improvement of developmental education are established.

Completion Date: Spring 2012 and ongoing

Responsible Party: Basic Skills Committee and Vice President of Academic Affairs

