

## Basic Skills Plan for 2016-17

### Long Term Goals:

	<b>Goal ID (The goal ID is determined by the college)</b>	<b>Long Term Goal</b>	<b>2016-17 Funds Allocated to this Goal</b>
Long Term Goal #1	A	Increase the number of students who complete a transfer-level English and/or Math course who entered as basic skills students.	\$22,000
Long Term Goal #2	B	Increase the retention, success, and persistence of basic skills students through their basic skills sequences.	\$67,000
Long Term Goal #3	C	Improve our ability to track and support noncredit basic skills students.	\$1000

**Action Plan Activities:**

	<p align="center"><b>Activity Description</b> Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.</p>	<p align="center"><b>Associated Long-Term Goal ID</b></p>	<p align="center"><b>Target Date for Completion</b></p>	<p align="center"><b>Responsible Person</b></p>	<p align="center"><b>Responsible Department</b></p>	<p align="center"><b>Measurable Outcomes</b></p>	<p align="center"><b>Expected Funds</b></p>
Activity #1	Support the implementation of a unified tutor training certification program.	B	Spring 2017	Academic Support Center Admin (TBD), Dean MSBSS, and Student Equity Committee	Student Development	A certified tutor-training program will be developed. A list of programs participating will be provided. The number of basic skills tutors will be tallied.	\$15,000
Activity #2	Continued support for basic skills tutoring and supplemental instruction (Math Lab, Math Jam, Writing Center, ASC, EPIC)	B	Ongoing	Academic Support Center Admin (TBD), Dean, Arts & Humanities,	Student Development, English Department, and Math	Annual reports from the various providers, which include	\$40,000

				Dean, MSBSS	Department	the number of students served, how often services were accessed, student satisfaction survey results, and a measure of the impact on student success. Where appropriate these measures should be broken down by equity groups.	
Activity #3	In collaboration with Student Equity, support a faculty inquiry group focused on the Reading Apprenticeship Framework (books, facilitator, supplies)	A & B	Spring 2017	Professional Development Coordinators, Student Equity Committee Chair, and Basic Skills Committee Co-Chairs	Professional Development, Student Equity Committee, and Basic Skills Committee	Books will have been purchased and more than one discussion session will be held by the end of Spring 2017. A list of participating faculty will be maintained.	\$4,000

Activity #4	Continued support for English and Math Acceleration professional development and curriculum innovation.	A	Ongoing	Dean MSBSS and Dean Arts & Humanities	Math and English Departments	A list of activities supported and faculty who participated will be collected.	\$15,000
Activity #5	Support the integration of technology to improve outcomes in basic skills courses.	B	Spring 2017	Dean, MSBSS and Dean, Arts & Humanities	English and Math Departments	Demonstrations and discussions will be documented. Appropriate software will be adopted and/or maintained.	\$10,000
Activity #6	Continued support for the implementation, assessment, and improvements of our placement processes (multiple measures).	A	Ongoing	Chair(s) of Multiple Measures Implementation Team	Multiple Measures Implementation Team	Matriculating student placement information will be reported, including by equity group. Success in courses where students are placed will also be tracked.	\$5,000

Activity #7	Explore piloting high intensity ESL and GED programs (20+ hours/week)	C	Spring 2017	Asst. Director of Adult Education	Adult Education	Research successful models and determine their applicability.	\$1000
Activity #8	Continued collaboration with Adult Education, SSSP, and Student Equity to support student retention, persistence, and success	B	Ongoing	Chairs of BSC, SSSP, Student Equity, and Asst. of Adult Education	Adult Education, Counseling, Enrollment Services, and ASC	Develop a crosswalk document between Adult Education, SSSP, Student Equity, and Basic Skills, which includes tracking students from basic skills noncredit to credit.	None