

Basic Skills Expenditure Plan 2015-16

1. 2 September 2015

2. Basic Skills Coordinator

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4. Narrative Response

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

Due to our past position as a center under Reedley College, we have had a very limited amount of basic skills funding to work with. Even at that, several projects have been realized at CCC and steps are being taken to further institutionalize basic skills programs. In 2012/13 our FY allocation was only \$13, 105, and in 2013/14 the allocation was only \$14, 130. Because these funds were so limited, they were mainly used to bolster the growth of services offered in the tutorial center to basic skills students. With great support from our administration, and the increase in funding each year, (our FY allocation in 2014/15 was \$23, 267) we have been able to increase our services and institutionalize several projects. Past projects have included funding a part-time Tutorial Center Coordinator position and additional tutors for the center. The part-time coordinator position and additional tutors have both been fully institutionalized. We have also used basic skills funds to pay for a Schedule-C adjunct counselor who provides students with appropriate support services, including but not limited to probation follow-up services, early alert services, presentations to basic skills classes, promoting the development of student educational planning, and general academic counseling. In an effort to maximize our restricted funds, we have collaborated with Student Equity to hire a full-time Tutorial Center Coordinator and Basic Skills Coordinator. In addition, we initially used basic skills funds to pilot our embedded tutor program, which the institution is now expanding to include more embedded tutors in more classes across the campus. Some funds will continue to come out of basic skills to provide an increased number of embedded tutors for pre-transfer level reading, writing, and math courses, and some funds will come out of the college's general fund to expand the program to a greater variety of courses.

What are the obstacles to doing so?

CCC has made significant strides with the institutionalization of several programs and services originally funded with basic skills as demonstrated above. That being said, there have been significant obstacles in successfully institutionalizing basic skills funded programs and services. Until June of this year, 2015, Clovis Community College has been a center extension of Reedley College. This has impacted us in several ways: limiting the amount of funding we received; limiting the amount of participation we have had in the development of basic skills goals; limiting our participation in the development of a Basic Skills expenditure plan, and in the lack of disaggregated data to determine the needs of our students. Until fall of 2015, we have not had a full time institutional researcher to pull data specific to our college. This has presented problems in getting data that is disaggregated from that of Reedley College.

The lack of funding has been a particular obstacle because there has been insufficient funding to meet the tutorial and counseling services needs of an increasing student population. There has been a lack of resources to expand services to the degree needed to meet the growing population of students. For example, the increase in student enrollments requires an increase in general counseling services as a resource to navigate the rigors of college. Also, the tutorial center did not have the budget to employ the number of tutors needed, and the hours of operation were scant.

Beyond funding, efforts to increase awareness of the embedded tutoring program, and the success of the program itself, as well as growth on the campus as a whole have created an obstacle in institutionalizing this program and other basic skills programs like it. In addition to increasing awareness of the embedded tutor program, we have seen an increased need to train instructors on effective implementation of an embedded tutor. The embedded tutors cannot effect change in a classroom just by sitting in the class; the instructors must utilize the tutors throughout the class and in activities that will allow the tutors to reach students during class. Ultimately, having an embedded tutor can greatly increase student success in a course; however many instructors must change their teaching methods to best use the tutor. This requires instruction on best practices for utilizing an embedded tutor; this professional development is something we have not had the funding for in the past, but have included as a goal for the future. Finally, growing our embedded tutor program to reach an increased number of courses has weakened that tutorial center in that we have not been able to hire a sufficient number of tutors. Tutors that are embedded in classes are not working in the center, which leaves a need for more tutors to cover the tutorial center in addition to more tutors to embed in basic skills courses and other courses that use developmental skills to succeed.

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)

Although the following programs were not entirely funded through the Basic Skills Initiative, we have been and continue to be dedicated to expanding these programs to better serve our Basic Skills students.

- I. **Expanded hours in the Tutorial Center:** The tutorial center at CCC was initially only available to students for 20-24 hours a week sporadically depending on budget and staffing availability. CCC currently provides tutorial services to students 35 hours a week, Monday through Friday, which allows us to serve a greater number of students throughout the day as well as evening students.
- II. **Expansion of the Tutorial Center to a satellite campus:** Originally tutorial services were solely offered at the CCC (main) campus. Tutorial services have been expanded and are now provided four days a week to students at the Herndon Campus.
- III. **Expanded Embedded Tutors:** In 2012 CCC piloted the embedded tutor program. As of fall 2015 CCC has institutionalized the process for instructors to request an embedded tutor. CCC has also expanded the embedded tutoring program and increased the number of embedded tutors available to target services in more basic skills classes as well as those that require basic skills to succeed.
- IV. **Expanded High School Basic Skills Coursework:** CCC has successfully offered basic skills English courses at Clovis West HS to prepare students for college level reading and composition. The program has been expanded to other local high schools in Clovis and Fresno.
- V. **Expanded Counseling Services to Basic Skills Students:** The CCC Counseling department has increased the number of hours counselors will be targeting basic skills students to increase awareness of available counseling services, provide counseling services, and increase the number of basic skills students who have completed a student education plan (SEP).
- VI. **Expanded Personnel to meet Coordination needs:** As all CCC basic skills initiatives have grown and new programs/services have been established, additional personnel is required to coordinate all of the various programs and services. To address this need the following positions were hired, modified, or developed
 - Tutorial Center/ Basic Skills Coordinator (Full-Time)
 - Counselors (Full-time/ Part-time)

How were you able to successfully accomplish the process of expanding or “scaling up” these successful projects and programs? (Provide descriptions for each)

CCC has been able to successfully expand these projects and programs due to the collaborations between instructional and student services faculty/staff, the college possessing a culture of institutionalizing effective services, the development of the Herndon campus, and the increase

of financial resources from new funding sources and overall increases in funding due to CCC becoming a college.

As CCC receives college-based funding for 15-16, the institution has committed additional resources devoted to tutorial services, academic counseling services, and coordination of these services and programs. Below provides general descriptions and details of how CCC did and plans to “scale up” these successful projects and programs.

- I. The expansion of the tutorial program for Clovis Community College includes the increase of services on the main campus and expansion of services to the Herndon Campus. The hiring of a full-time Tutorial Center coordinator and the continuation of a part-time coordinator to oversee the operations at both tutorial center locations. Also, the addition of general tutors is required to meet the needs of increasing hours of operation and increased staffing needs for both sites.
- II. The embedded tutoring program was “scaled up” by moving from a short-term pilot program to a more long-term plan. CCC institutionalized a formal process for instructors to request embedded tutors. We have also initiated professional development for those instructors to be trained in how to effectively use an embedded tutor, and for those tutors to be hired and trained. To accommodate the influx of embedded tutor requests, additional funding was designated for increasing the number of embedded tutors on staff.
- III. Counseling services were increased to assist, coordinate, and facilitate high school basic skills course programming and FYE programming to meet the growth occurring in both programs. In addition, increased counseling services were established to reach the growing number of basic skills students requiring academic counseling

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

CCC’s basic skills efforts are integrated with the SSSP plan in several distinct areas:

- I. **Alignment:** With the High School Basic Skills Coursework programming, instructional faculty from the high school and the college are collaborating to increase course alignment. In regards to students, when registered for a basic skills course at the high school, students gain valuable experience preparing for college by having a better understanding of course rigor and the requirements of being successful in a college level course. In addition, students who successfully pass the class(es), will not be required to take a placement test, will qualify to register for the next English/Math course in the required sequence (usually transferrable and/or degree applicable), and will be viewed as college ready (in regards to the coursework completed successfully).
- II. **Counseling, advising, and other educational planning services:** A main concern of students in basic skills courses is being able to envision their pathway to completion due to the sheer number of classes a student may need to complete when beginning his/her college coursework at a basic skills level. Having a counselor explain to a student his/her

options and provide a student educational plan increases student awareness and provides direction to pursue an efficient education.

- III. **Follow-up for At-Risk Students:** Students enrolled in basic skills courses are considered at-risk students and are therefore students CCC attempts to target to provide follow-up services (i.e., counseling, tutorial, instruction, etc.). The additional counseling services will enable CCC to specifically target students in basic skills courses (i.e., High school basic skills coursework, FYE community learning, and general counseling services).

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

The Student Equity plan has been combined with basic skills efforts specifically in the Tutorial Center. The implementation of so many new programs, as well as an expanded Tutorial Center at the Herndon Campus, was impossible without a full-time Coordinator. Because the Basic Skills allocation to Clovis Community College was limited, Student Equity funds were used to hire a new full-time Tutorial Center Coordinator, who is also the new Basic Skills Coordinator. The Student Equity plan is also integrated with the basic skills efforts in funding additional tutors in the main tutorial center and at the Herndon campus. Of most importance is the collaboration between Student Equity and basic skills to provide inquiry into the needs of CCC students. Mainly, disaggregating data to target where the greatest need exists for current and future basic skills efforts.

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:

The English writing program has seen a significant increase of nearly 20% in its basic skills program due to the use of embedded tutors. The embedded tutor program was piloted in 2011 and has grown tremendously over the past 4 years. This is due to the great interest and collaboration of the English faculty in using these tutors. Many of our English faculty have been part-time coordinators in the Tutorial Center and have been responsible for teaching the English tutor training course and the embedded tutor training course. Because of this, they have not only been trained in the best practices for utilizing embedded tutors in the classroom, but they are invested in making continually seeking better ways of using these tutors. In addition, the English classroom lends itself well to the full utilization of an embedded tutor due to the practice of discussion groups and peer editing. These methods allow an embedded tutor to move throughout a classroom and engage with all students (as opposed to sitting in the back of a class during a lecture where it is impossible to interact with students needing assistance).

English-Reading Discipline:

Clovis Community College has just recently expanded the embedded tutoring program to reading courses. Until fall of 2015, the basic skills reading courses were largely taught by

adjunct faculty, making it difficult to connect the instructor with an embedded tutor. In the last year, the Tutorial Center has made a point of connecting with specific reading instructors and placing embedded tutors in their courses. Although the basic skills program did not see progress in 2013-2015 from 2011-2013 (the success decreased by less than 1%), we expect to see a great increase in the success of students in these courses in the future.

Mathematics Discipline:

The Clovis Community College basic skills math courses show a 4.5% increase in success.

- ESL-Integrated Discipline: **NA**
- ESL Writing: **NA**
- ESL Reading: **NA**

6. Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-2013 and 2013-2015?

a. *Did not use any noncredit courses for ESL or basic skills improvement*

7. Long-Term Goals (5yrs). For ESL/Basic Skills (Long term goal should have been informed by an analysis of historical data (such as provided by the Basic Skills Cohort Progress Tracking Tool).

a. *Insert your long-term goals from the report you submitted last year and add new goals identified for future years.*

Until June 2015 Clovis Community College was a center under Reedley College. We did not have a Basic Skills Initiative plan of our own. Therefore, the proposed goals below will be brand new goals that we are excited and determined to pursue.

Goal ID	Long-Term Goal
A	Continue to research, initiate and expand comprehensive basic skills services, activities, and programs that foster success through pre-transfer level courses campus-wide.
B	Continue to provide students, staff, and faculty with educational opportunities on best practices, strategies and techniques to cultivate success in achieving student goals.
C	Further develop collaboration with local high schools to prepare students for college level courses.
D	Perform institutional inquiry to determine if need exists for ESL program.

8. Long Term Goals for 2015-16

Goal ID	Long-Term Goal	2015-16 Funds Allocated to this Goal
A	Continue to research, initiate and expand comprehensive basic skills services, activities, and programs that foster success through pre-transfer level courses campus-wide.	
B	Continue to provide students, staff, and faculty with educational opportunities on best practices, strategies and techniques to cultivate success in achieving student goals.	
C	Further develop collaboration with local high schools to prepare students for college level courses.	45000
D	Perform institutional inquiry to determine if need exists for ESL program.	
	Total Allocation	\$90,000.00

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

- a. *List the amount of each expenditures summarized by category.*
- i. Program and Curriculum Planning and Development: \$0
 - ii. Student Assessment: \$0
 - iii. **Advisement and Counseling Services: \$45,000**
 - iv. **Supplemental Instruction and Tutoring: \$45,000**
 - v. Coordination and Research: \$0
 - vi. Professional Development: \$0

10.Action Plan Template

Activity Description	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Conduct survey to establish student need for expansion of Tutorial services.	A	Fall 2015	Michelle Johnson/Stacy Ross	Institutional Researcher/Tutorial Center	Report on research as to whether students require extended hours, weekend services	\$0
Expand Embedded Tutoring to offer more tutors to more instructors and classes.	A	Summer 2016	Stacy Ross	Tutorial Center	More tutors hired and placed in a greater number of math and English courses.	7,000
Invest more time and resources into CCCAP (i.e. Math and English) at our high schools.	C	Summer 16	Ryen Hirata	Counseling	Develop collaborations regarding articulation of curriculum, establishing more basics skills coursework being done at the high schools and resulting in more students prepared for college level courses.	60,000 45000
Provide Faculty development to instruct on the embedded tutoring program.	B	Ongoing: Spring 2016 Summer 2016	Stacy Ross	Tutorial Center	Equip instructors with best practices for utilizing an embedded tutor.	1500

Activity Description	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Continue to provide professional development opportunities on basic skills best practices through attending workshops.	B	Summer 2016	Stacy Ross	Tutorial Center	Learn how to provide better programs and practices to Basic Skills efforts	
Provide supplemental instruction for basic skills with in-class workshops on study skills and learning styles.	B	Spring 2016	Stacy Ross	Tutorial Center/Counseling	Increase student success by providing added instruction and support on how to succeed in college.	250
Conduct finals week "cram" sessions in the tutorial center.	B	Spring 2016	Stacy Ross	Tutorial Center	Increase student success by providing added hours of tutorial instruction and support.	500
Conduct research to determine need for ESL program.	D	Summer 2016	Michelle Johnson	Institutional Researcher	Interpret data to see what programs are needed, if any, for ESL	