

THE BASIC SKILLS INITIATIVE
AT
EL CAMINO COLLEGE
2006-2010

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THE BASIC SKILLS INITIATIVE AT EL CAMINO COLLEGE 2006-2010

OVERVIEW:

The increased visibility given to Basic Skills by the Basic Skills Initiative has served to heighten awareness of the importance of basic skills to El Camino's mission as a community college; the goal of those involved with implementing the initiative on this campus has been to transform the El Camino College culture to a sustainable model that incorporates best practices for success of basic skills students throughout the college. This report provides highlights and details of the campus transformation process.

BRIEF TIMELINE OF THE BASIC SKILLS INITIATIVE AT EL CAMINO COLLEGE:

- In 2005-06, funds were allocated under the Basic Skills Initiative; however, the funds were not actually dispersed to colleges until the summer of 2006.
- In 2006-07, unsure if we would be receiving additional funds, we proceeded with caution. We gathered a large group representing all interested parties to discuss the needs of students, examine the research, and engage in a free exchange of ideas. Initially, our campus funding was largely targeted at enhancing tutoring for basic skills students and for conference attendance to educate faculty about basic skills.
- In 2007-08, using the money we had judiciously saved, in addition to funding tutoring and conference attendance, we started to pilot an array of projects on campus and began to assess their outcomes. We also identified campus goals for basic skills.
- In 2008-09, we continued those projects that appeared successful initially and piloted some additional programs. During this period, we streamlined the committee to a smaller group, and partially reassigned a number of key faculty to focus on planning, assessment, and reporting efforts. We also updated the goals to include ESL.
- In planning for 2009-10, we looked carefully at the accumulated data from the state and the college to (1) identify best practices and (2) seek ways to institutionalize these practices when the categorical funding runs out. This year, we increased the reassigned time for faculty coordinators to facilitate this process; we also agreed to co-fund a full-time position in Institutional Research to give us more focused and informed data. As a

result, we've eliminated programs and practices that haven't resulted in significant improvement, modified or fine-tuned others, initiated user-based funding in some cases, and strengthened support for the practices proven most successful.

- We're optimistic that a significant level of funding will continue for the upcoming year, 2010-11, but it won't continue indefinitely. In addition to maintaining commitments to ongoing programs, in 2010-11 we'll be actively seeking college funding commitments, as well as alternative funding sources, for proven practices that will require funds to continue. We're also committed during this period to strengthening coordination and visibility of the various basic skills/student success programs on campus.

EL CAMINO COLLEGE GOALS FOR BASIC SKILLS:

1. Increase the success rate of students enrolled in ESL, basic skills mathematics, reading and writing courses.
2. Increase year-to-year persistence rate of students enrolled in basic skills courses.
3. Increase completion rates (certificates, degrees, transfer) of students who begin their college education at the basic skills level.
4. Offer a comprehensive professional development program for basic skills instructors that is ongoing, consistently supported, collaborative, faculty-driven, and engages increasing numbers of full- and part-time faculty.
5. Increase the incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

ECC BASIC SKILLS HIGHLIGHTS: EXEMPLARY PROJECTS

Introduction

This section highlights four projects funded by the Basic Skills Initiative that exemplify best practices for student success in areas as diverse as focused tutoring, proactive counseling, interdisciplinary collaboration, and professional development/training. A comprehensive list of campus basic skills projects is included in the following section of this report “Basic Skills Objectives Accomplished.”

Writing Center Expansion of Basic Skills Services

Institutional research indicates that student completion and success at ECC is significantly enhanced by Writing Center usage.¹ Based on this data, in Fall 2009, the Writing Center used funding from the Basic Skills Initiative to expand tutorial services for basic skills students. Specially trained front-desk workers now act as basic skills screeners. These screeners identify student status (college skills/basic skills) upon entry to the center and, whenever possible, direct basic skills students to tutors trained specifically to work with this student population. In addition, technicians are available to assist basic skills students with computers. Upon completion of tutorial conferences, basic skills students are provided with follow-up materials and schedules of targeted workshops. In Spring 2010, the Writing Center provided 4,214 hours of tutorial services for basic skills students and ESL students.

Proactive Counseling Intervention

Based on basic skills research that identifies proactive counseling as a contributor to student success, in 2008-2009, counselors were embedded within selected reading and basic math courses, delivering within the classes a preset curriculum for success in college; in addition, students worked with their class counselors to develop an educational plan by the end of the semester. An analysis of Math 12 courses that used this model shows a 7% increase in the number of students who completed the course and successfully passed the subsequent course.² After evaluation of this model, in 2009-10 a less expensive, more smoothly integrated model was adopted. The new model partners counselors with instructors of basic writing courses and math courses to mutually plan for 4 hours of proactive counseling to occur within the regularly scheduled course meetings. Counselor-led in-class workshops occur throughout

¹El Camino College Writing Center Usage and Student Performance Spring 2008, Fall 2008 and Spring 2009 (Appendix A)

² Math 12 Counselor Study (Appendix B)

the semester on selected topics, including educational planning and financial aid. This collaborative model has proven an effective method for increasing student/counselor contact hours and raising the completion rate of student educational plans. It has also contributed to a small but statistically significant increase in persistence and success in math courses.

Faculty Inquiry Partnership Program

The Faculty Inquiry Partnership Program (FIPP) was created to facilitate a dialogue between basic skills instructors and transfer-level instructors in an effort to increase student success and retention. The foundation of the program, which began in Summer 2009, is cross-disciplinary faculty collaboration and implementation of strategies for developing active and responsible learners. FIPP is a multi-phased on-going program that utilizes the OnCourse student success model. Over 30 full- and part-time instructors from both ECC and CEC participated in the initial OnCourse I training and year-long partnership in 2009-10;³ and 30+ instructors participated in the intensive follow-up OnCourse II training on June 22-24, 2010. Funding for this popular and successful program will be shifted to a Walmart grant beginning in Fall 2010.

Math Workshops

The Basic Skills Initiative guidelines suggest that a diverse activity over a long period of time, united around a common institutional mission, is the most desirable approach to professional development. The series of workshops the Math Department has created include a spectrum of theoretical frameworks that support the scholarship of teaching. The key to successful faculty development programs is the direct involvement of faculty in every aspect of the planning, implementation, and evaluation of developmental activities. This on-going series of workshops is designed to bring instructors together to create a community of mathematics teachers, to start a dialogue based on the factors that contribute to student success at the developmental level, and to come to agreement on certain effective practices. From Fall 2009 through Spring 2010, 13 full- and part-time math instructors participated in 10 three-hour workshops for a total of 30 hours each of professional development on a myriad of professional development and effective practice topics.⁴

³"Executive Summary" *Faculty Inquiry Partnership Program Summary Report for Phases 1 and 2* (final data unavailable at this date). (Appendix C)

⁴ Basic Skills Initiative – Math Teacher Development Workshops 2009-10 (Appendix D)

BASIC SKILLS OBJECTIVES ACCOMPLISHED

The items below represent the Action Plan items carried out successfully at El Camino College over the life of the Basic Skills Initiative. The actual annual Action Plans can be accessed online at <http://www.elcamino.edu/academics/basicskills/campusactionplans.asp>.

Objectives	Outcomes
1. Fund the addition of a Math and Human Development link for the Project Success Program.	The Math/Human Development link was initiated in Spring 2010.
2. Create a Basic Skills Website to provide an easily accessible electronic source for materials related to basic skills, including but not limited to, student services, statewide resources, departmental policies, and instructional materials.	The initial phase is completed. Updates are ongoing. URL: http://www.elcamino.edu/adademics/basicskills .
3. Link counselors with selected basic skills classes to provide proactive counseling intervention in the classroom throughout the semester, as well as individual student counseling to develop student educational plans.	Fall 09: 2 sections of basic writing were linked with counselors. Spring 10: 12 sections of basic math were linked with counselors. This represents an expansion of services from previous semesters. A 2008 IR study concluded that students participating in this proactive counseling model have significantly greater improvement rates.
4. Secure reassigned time for faculty coordinators to facilitate coordination of basic skills programs in the Humanities and Math and promote the issue of basic skills campus-wide.	Reassigned time was provided as follows: Humanities Basic Skills Coordinator (75%), two Math Basic Skills Co-Coordinators (combined total 60-70%), Reading Coordinator (25%), Writing Center Coordinator (additional 25% for duties related to basic skills)
5. Conduct and disseminate institutional research on basic skills: construct a profile of our basic skills student, identify basic skills needs, assess basic skills programs and projects, and track success of basic skills students enrolled in college-level courses.	IR conducted a number of basic skills-related studies, including correlating placement and success; tracking of basic skills students in math, writing and reading sequences; and identifying ethnicity of basic skills students. Basic skills studies are now linked to the IR page on the ECC website. URL: http://www.elcamino.edu/administration/ir/basicskills.asp
6. Conduct regular meetings of the Basic Skills Advisory Group to review and revise developmental education mission philosophy and goals, and to advise and coordinate new and ongoing division-, program-, and campus-wide basic skills programs, pilots and professional development activities.	The Basic Skills Advisory Group was active during the 2009-10 school year: it developed a mission statement, approved the action plans, reviewed institutional research, and identified goals for 2010-11. Minutes are published on the Basic Skills Website. The final meeting was conducted via email list serve.
7. Provide support for the Writing Center expansion in terms of coordination, staffing, training, equipment, and technical assistance to target basic skills students.	BSI support for the Writing Center enabled center expansion, capturing of student data, specialized basic skills-related tutor training, and hiring of an additional tutor. The Writing Center has expanded into an additional computer lab; funds have been allotted for staffing of this lab; the center coordinator is receiving additional reassigned time (RT) to provide training and coordination.

Objectives	Outcomes
8. Enhance course-based tutoring in basic skills writing classes by providing additional training and materials for instructors and tutors.	Proposals for tutor training and directed learning activities (DLAs) are included in a Title V Grant application submitted by the Grants Office in June 2010.
9. Support attendance at basic skills-related conferences by both full-time and adjunct faculty, provide opportunities to share information from conferences, and enhance evaluation of conference attendance funded by BSI moneys.	In addition to funds allocated for basic-skills related conference attendance by faculty, several “teams” were sent to regional meetings to work on campus-related issues. All Humanities Division faculty receiving funds have submitted conference evaluation sheets with their reimbursement materials.
10. Create and institutionalize templates for course syllabi at all levels in all disciplines that incorporate features to enhance student success, including SLOs, Course Objectives, and expectations for student behaviors/performance in developmental courses.	The Syllabi Design group effort was supplanted by the accreditation-mandated course syllabi components. Sample course syllabi for basic writing courses can be found on the Basic Skills website.
11. Coordinate and publicize campus tutorial services under one umbrella of student success centers.	The Writing Center, the Learning Resource Center (LRC), and the Math Study Center are now listed on the SSTARS webpage and in the SSTARS brochure, which is distributed at campus events (Transfer Fairs, etc). Efforts are underway to create a separate brochure for tutoring and to coordinate tutoring information on the newly designed ECC Website. The Student Success Center tutorial model is being explored under the leadership of Dr. Arce, VP for Academic Affairs.
12. Support and publicize the Learning Resource Center, which provides cross-discipline tutoring, CAI, and Academic Strategies for basic skills students.	The process of hiring a Director of LRC is in initial stages. BSI funds have been provided for technical support in the LRC computer lab when Academic Strategies classes are in session there. Efforts are also underway to create a Reading Lab in the LRC.
13. Conduct presentations and workshops for the entire campus community to increase awareness of the basic skills student population, basic skills resources, and basic skills-related activities on campus.	Sara Blake, Humanities Basic Skills Coordinator, and Trudy Meyer, Math Basic Skills Coordinator, gave a joint presentation on Basic Skills to the ECC Academic Senate in November 2009.
14. Provide a series of faculty-led workshops linked to departmental goals and program review documents for Basic Writing.	Debra Breckheimer, English Department faculty member, coordinated a year-long series of workshops for Basic Writing faculty, led by both full-time and adjunct instructors.
15. Provide SI coaches in more sections of all basic skills math courses.	In Spring 2010, 20 sections of basic math courses were linked with Supplemental Instruction (SI). This represents an expansion of the services from previous semesters. The Math Department plans to maintain this level of commitment through 2011. In Summer 2010, Institutional Research released a preliminary report citing the positive effects of SI on student success rates. The preliminary study controlled for age, GPA, cumulative units, semester load, etc.
16. Conduct orientations for faculty in all disciplines about the resources provided in the Learning Resource Center Basic Skills Lab for CAI.	Several orientations were presented in Fall 2009 by Donna Post, who was then Acting LRC Director. Further orientations are being scheduled by Robin Cash, LRC Faculty Coordinator.
17. Institute a formal reporting link between Basic Skills and the Academic Senate.	This link has been provided by the membership of the Senate VP for Faculty Development, Christina Gold, on the Basic Skills Advisory Group.

Objectives	Outcomes
18. Validate and/or revise rubrics for assessment in the developmental writing program (including ESL) through holistic grading of randomly selected writing samples.	In conjunction with SLOs, rubrics for the developmental writing program (including ESL) were developed. The rubric for English B (basic skills-level writing) is currently undergoing additional revision by the English B instructors following a pilot testing.
19. Validate exit exams used in the reading program based departmental review of institutional research.	ParScore machine and software were purchased by the Humanities Division to capture data from standardized reading exams, and training was provided for reading faculty and IR. Data is now being analyzed.
20. Expand the summer math academy and explore institutionalizing the academy as a not-for-credit course.	The Math Department is working towards institutionalizing the Summer Math Academy as a not-for-credit course.
21. Provide support to entering basic skills students through FYE, Puente, Project Success, and other learning community programs.	Limited BSI funds were used to enhance these existing programs; however, because BSI funds can't be used to "supplant" existing funding, the majority of funds continue to be supplied by the college general funds.
22. Form a cohort of Math faculty and CTE faculty who will create and test two types of materials. Type one will include authentic applications of mathematics being practiced on our campus and will be used in the math classes. Type two will provide additional math instruction for CTE students and will be used just prior to needing the mathematics for their applications.	In Spring 2009, math instructor Jackie Sims worked with a cosmetology instructor to develop learning materials; they subsequently gave presentations at several conferences to share their materials. Additionally, a cohort of math instructors has compiled a collection of active learning, authentic application math activities for Career and Technical Education (CTE) students.
23. Evaluate effectiveness of current computer programs utilized for CAI by Academic Strategies classes in the Learning Resource Center Basic Skills Lab, and compare these programs with others that are available.	Academic Strategies instructors, with the aid of IR, have documented success with the current programs: Plato and New Century. These results will be available on the IR page of the ECC website.
24. Update handbooks for English and ESL departments to reflect current practice and policies, to provide model syllabi and assignments, and to insure sequential course alignment.	Both handbooks have been updated and are now available online through the Portal as well as in hard copy in the Humanities Division mailroom.
25. Provide a part-time ESL counselor to provide orientation, placement and assessment assistance, educational planning, and registration assistance for ESL students.	Van Nguyen, member of the counseling division, has been employed to provide these services for ESL students. In 2008-09, 276 ESL students received services. In 2009-10, almost 700 students received ESL counseling information and other services.

Objectives	Outcomes
26. Participate in 09-10 statewide and regional events promoted by the Basic Skills Initiative, especially events that require a team of faculty attending, and arrange for follow up workshops on campus.	In 2009-10, ECC sent teams to both the Student Success Conferences and the LINKS conference. A spot has been reserved for a team of 8 to attend the Research and Planning for California Community Colleges (RP Group) meeting in October 2010.
27. Promote and support year-long Faculty Inquiry Partnership Program (FIPP) that provides On Course training for student success and that links basic skills instructors with full-time and adjunct faculty from all disciplines.	The initial FIPP 2009-10 year-long program, utilizing OnCourse I training and follow-up activities, included over 30 faculty from both ECC and CEC. In addition, a 3-day OnCourse II training was held at the end of June for more than 30 faculty who had completed OnCourse I at any time in the past. Funding for future On-Course training will be provided by a Walmart grant.
28. Conduct training for reading department instructors in use of software and online programs.	Training for the reading faculty was provided on Inspiration, ParScore, Total Reader and Wisosoft programs.
29. Obtain and distribute new instructional materials for developmental math instructors' use in the classroom.	Manipulatives were purchased for math instruction using BSI funds.
30. Provide stipends for faculty to organize and facilitate a series of workshops which will educate math faculty on effective practices in developmental education, effective uses of classroom tutors and use of mathematical manipulatives as well as a sharing of best lessons used in the classroom.	Fall 2009 through Spring 2010, 13 full- and part-time math instructors participated in ten 3-hour workshops for a total of 30 hours of professional development on a myriad of professional development and effective practice topics including, but not limited to, alternative assessments, learning styles, technology integration, creating active learning activities and conducting a student centered classroom.
31. Develop and pilot a Basic Skills Alliance program that teams up adjunct reading and basic writing instructors with experienced full-time instructors who teach basic skills courses.	36 full-time and adjunct instructors of reading and basic writing partnered to participate in the successful pilot of Basic Skills Alliance program during Fall 2009.
32. Utilize Survey Monkey and Staff Development Evaluation forms to gather basic skills activity feedback, survey basic skills students, and assess basic skills needs quickly.	Evaluated programs include the Reading Program, Basic Writing Workshops, FIPP, the Basic Skills Alliance Program, and the Math Department's BSI Workshops.
33. Support conference attendance and additional professional development for tutors.	Funding was provided to send 7 Writing Center tutors to the 2009 Association of Colleges for Tutoring and Learning Assistance (ACTLA) Conference in San Diego entitled "Lighting the Way for a Diverse Student Population."
34. Provide additional training and materials for instructors and tutors to enhance effectiveness of tutors in the basic writing course labs.	Writing Center tutors worked with the Writing Center Coordinator and the Humanities Basic Skills Coordinator to create <i>ECC Writing Center Tips for Creating Effective Writing Assignments for Basic Skills Students</i> . This document was distributed electronically to all English Department faculty.

Objectives	Outcomes
35. Create link between Human Development and Math courses for the Project Success Program.	In Spring 2010, the Math Department provided basic skill students in Project Success with a proactive counselor intervention math course linked to Supplemental Instruction.
36. Provide for peer tutor and SI training.	LRC peer tutor training is provided by Academic Strategies Instructor, Jan Ball. In addition, all SI tutors receive 24 hours of peer tutor training each semester and are trained in conducting student centered, active learning workshops in order to promote peer instruction via the SI department.
37. Provide faculty-led training in clickers, narration capture software, and reading/writing computer programs to enhance the learning experience for basic skills students in reading, ESL, Academic Strategies and basic writing courses.	Workshops highlighting the use of student personal response devices (clickers), narration capture software, and reading/writing computer programs were held in 2009-10. Orientation on narration capture software was held through Staff Development and follow-up hand-on training is planned.
38. Increase support to the Math Study Center to provide services to Basic Math students.	Increased funding was allocated to the Math Study Center in Spring 2010. A series of meetings with the Math Study Center in order to improve the services to Basic Math students is in the planning stages by the Math Department.
39. Purchase 3-year Wisesoft License for Reading and Academic Strategies Departments.	The site license for Wisesoft was extended on a month-by-month basis through Summer 2010. During this period, reading instructors successfully negotiated with the publisher to make individual licenses available for student purchase in the future, thus relieving the institution of the responsibility and expense, while guaranteeing the product for students.
40. Secure 25% reassigned time for a faculty coordinator to strengthen the college Reading Program. Duties include: evaluate course sequencing, review curriculum, validate testing, evaluate software and lab procedures, facilitate department meetings, provide for workshops, review entry/exit standards, oversee reading course SLO assessment, initiate and assess Institutional Research on student success data for the reading program and make recommendations.	Rosemarie Kistler, Reading Department faculty member, was given the reassigned time to act as the Reading Coordinator for 2009-10.
41. Conduct faculty-run norm-setting sessions for student reading samples, to identify students' use of reading strategies and categorize levels of reading skills.	Norming sessions were provided in Summer 2008 for reading faculty.
42. Develop high-interest, theme-based learning community link between basic writing and basic reading, employing problem-based learning pedagogy.	This link was created for both basic and developmental reading and writing, and continues to be popular and successful. The link for basic skills has a spy novel theme; the developmental link has an L.A. noir theme.

Objectives	Outcomes
43. Develop and circulate within ESL, Academic Strategies, basic writing and reading faculty, and Counseling Services an informal monthly Humanities Basic Skills Newsletter, sharing departmental news, teaching tips and strategies, and basic skills faculty development opportunities.	Several issues of the Humanities <i>Basic Skills Blast</i> Newsletter were issued. This publication has now been superseded by the Basic Skills Website.
44. Counselors embed within selected reading and mathematics classes, delivering within the class a curriculum for success in college; all students in these classes will work with a counselor to develop an educational plan by the end of the semester.	This pilot proactive counseling project was initiated in 2008-09 and evaluated. It was subsequently redesigned and streamlined following feedback from the initial pilots.
45. Regular meetings of the Basic Skills Task Force, bringing together a campus-wide group of faculty, staff, and administrators from English writing and reading, Mathematics, Academic Strategies, ESL, Institutional Research, Academic Affairs, Special Resource Center, Grants Office, FYE/Learning Communities, and Counseling.	Meetings of the Basic Skills Task Force were held to solicit information from all campus groups and subsequently to develop the initial detailed campus Action Plan for the Basic Skills Initiative. In Spring 2009, this group was superseded by the smaller Basic Skills Advisory Group.
46. Coordination of new and ongoing division- and campus-wide basic skills programs, pilots and development activities.	The Associate Dean of Academic Affairs and the Faculty Coordinators for Math and Humanities, as well as the Basic Skills Task Force and Basic Skills Advisory Group, provided coordination of activities.
47. Expand Writing Center tutorials; increase number of tutors embedded in selected basic writing classes from one tutor to two tutors.	In 2008-09, tutors in selected basic writing classes were increased from one to two; instructor feedback revealed increased student success with the additional tutor.
48. Conduct research under the support of the California Benchmarking Project (CBP).	The Syllabi Design group conducted research for the CBP related to Lexile reading comprehension levels on syllabi.
49. Continue to develop a cadre of developmental education experts/leaders by providing an opportunity for an instructor, counselor or administrator to participate in the Kellogg Institute.	Trudy Meyer, who serves as the Math Department's expert on developmental education, attended the Kellogg Institute in Summer 2008. Math Basic Skills Coordinator Art Martinez is scheduled to attend in 2011.
50. Use Supplemental Instruction (SI) coach in selected sections of Math 12.	The Math Department has expanded Supplemental Instruction in both the Math 12 and Math 23 courses.
51. Conduct a developmental writing contest where students' essays are published in Division-wide journal <i>Our Voices</i> and top entries are given monetary awards.	A contest for basic skills and developmental writing students is held annually, with modest monetary awards for top entries; entries are now published electronically and can be read at http://www.myriadecc.com/ourvoices.html .
52. As a result of program evaluation, develop a manual listing departmental policies, best practices, entry and exit test information, and faculty mentoring information for all instructors teaching reading classes.	A manual was developed and distributed in Fall 2009 by Rosemarie Kistler, Reading Coordinator.

Objectives	Outcomes
53. Implement the Total Reader Program to accelerate the development of reading skills in developmental reading courses. Conduct orientation sessions for all reading students using the Total Reader program.	The Total Reader Program was initiated as a pilot at no cost to students. All reading students received orientation sessions on the program. After the program proved successful, the cost was assumed by students, first by credit card and later through purchase of an access card at the bookstore.
54. Present results to English faculty of comprehensive writing assessment study, aligning writing prompts with basic skills students' skill levels and basic skills grading rubrics.	Several Basic Writing Workshops focused specifically on alignment of prompts and revision of rubrics. This process is continuing under the auspices of SLO Assessment.
55. Attend Evergreen College Summer Institute for Learning Communities, and use new information in formative evaluation of ECC's existing First Year Experience/Learning Communities program.	A team of faculty and counselors involved in the First-Year Experience attended the Evergreen College Summer Institute in 2009, and brought their expertise back to campus.
56. Attend Academic Senate Basic Skills Initiative meetings and workshops and other basic skills conferences, and disseminate information to other faculty, staff, and administrators.	Representatives of ECC have attended all BSI meetings and workshops. Information has been disseminated via the Basic Skills Advisory Group.
57. Pilot a reading program that uses daily newspapers as the primary text in reading classes, supplemented by a curriculum that supports reading of newspapers with proven reading strategies.	The <i>USA Today</i> Program was piloted for two semesters (Fall 2008 and Spring 2009) and evaluated. A student survey revealed positive results. To facilitate newspaper delivery, instructors wishing to continue the program now do so by having students subscribe individually to the newspaper.
58. Conduct institutional review and evaluation of developmental education as well as long-term planning starting February 2008.	The Institutional Research Office has conducted a number of long-term studies to evaluate developmental education at ECC. These ongoing studies, which are being used for evaluation of current courses as well as for future planning, are available on the ECC Website at http://www.elcamino.edu/administration/ir/programs.asp .

BASIC SKILLS-ESL END-OF-YEAR EXPENDITURE REPORTS

The Process:

At the end of each fiscal year, every community college must submit to the State an accounting of all Basic Skills Initiative funds spent, as well as identify any funds carried over to the next year. Expenditures in each report are organized according to categories specified by the Chancellor's office. Categories vary somewhat from year to year as the forms are constantly in a state of revision.

The total expenditures must not exceed the total basic skills allocation for each given year. Unused funds allocated in a certain year may be carried over for a specified period; at the end of that period, they revert back to the State. For example, any unused 2007-08 allocations as of June 30, 2010, revert back to the State while total unused 2008-09 and 2009-10 allocations may be carried over to 2010-11.

Accountability/Responsibility:

End-of-Year Expenditure Reports must be signed by the Academic Senate President, the College President, and designated Vice-Presidents (vice-president signature requirements vary by reporting year). These forms are submitted to Juan G. Cruz, Specialist, Academic Affairs, California Community Colleges, at the Chancellor's Office by July 31 each year.

Preparation of the End-of-Year Reports has been a collaborative effort on the part of Josie Cheung, BSI Liaison in Accounting; Barbara Jaffe, Associate Dean for Academic Affairs/Humanities; Suzanne Gates and Sara Blake, Humanities Basic Skills Coordinators, and Trudy Meyer and Art Martinez, Math Basic Skills Coordinators. These reports have been submitted to Dr. Francisco Arce, VP of Academic Affairs, whose office assumes responsibility for obtaining the signatures and mailing the signed document.

Apportioned Funds:

The annual appropriations for El Camino College to date total \$1,667,196:

05-06 Revenue total =	\$322,813
06-07 Revenue total =	\$325,913
07-08 Revenue total =	\$376,328
08-09 Revenue total =	\$384,976
09-10 Revenue total =	\$257,166

ECC Reports:

Copies of the signed End-of-Year Expenditure Reports submitted by El Camino College appear on pages 15-19.

- 06-07 1st Installment (Initially appropriated in 05-06, re-appropriated 06-07)
- 06-07 2nd Installment (appropriated 06-07)
- 07-08
- 08-09
- 09-10



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**2006-07 Basic Skills 1st Installment Funds End of Year Expenditure Report
for Submission in FY 2008-09 and Signature Page**

Basic Skills 1st Installment Funds are FY 2005-06 Basic Skills funds that were re-appropriated in 2006-07 and distributed in July 2006 as part of the 2006-07 State Budget. These funds expire as of June 30, 2009 and cannot be expended beyond that date. All unexpended funds as of July 1, 2009 revert back to the State Budget. Enter the total expenditures from 7/1/2006 through 6/30/2009, for each budget category. The total must not exceed the total basic skills allocation for 2006-07 1st installment funds. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation by Category from 7/1/06 thru 6/30/09	Total Expenditures by Category from 7/1/06 thru 6/30/09	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Professional Development	86,635	86,635	0
B. Student Assessment, Advisement and Counseling Services	31,200	31,200	0
C. Research Services	35,500	35,500	0
D. Supplemental Instruction and Tutoring	76,000	76,000	0
E. Course Articulation	2,000	2,000	0
F. Instructional Materials and Equipment	71,478	71,478	0
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	20,000	20,000	0
TOTALS:	322,813	322,813	0

Signatures:

David Vakil
Academic Senate President

Jo Ann Higdon
Chief Business Officer

7/27/09
JAN

David Vakil
Typed Name

7/27/09
Date

Jo Ann Higdon
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Date

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Thomas M. Fallo
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**2006-07 Basic Skills 2nd Installment Funds End of Year Expenditure Report
for Submission in FY 2008-09 and Signature Page**

Basic Skills 2nd Installment Funds are FY 2006-07 Basic Skills funds that were appropriated in 2006-07 and distributed in June 2007 as part of the 2006-07 State Budget. These funds expire as of June 30, 2009 and cannot be expended beyond that date. All unexpended funds as of July 1, 2009 revert back to the State Budget. Enter the total expenditures from 7/1/2006 through 6/30/2009, for each budget category. The total must not exceed the total basic skills allocation for 2006-07 2nd installment funds. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation by Category from 7/1/06 thru 6/30/09	Total Expenditures by Category from 7/1/06 thru 6/30/09	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Professional Development	416	416	0
B. Student Assessment, Advisement and Counseling Services	1,159	1,159	0
C. Research Services	32,804.50	32,804.50	0
D. Supplemental Instruction and Tutoring	119,082.86	119,082.86	0
E. Course Articulation	0	0	0
F. Instructional Materials and Equipment	43,230.88	43,230.88	0
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	129,219.91	129,219.91	0
TOTALS:	325,913.15	325,913.15	0

Signatures:

David Vakil

Academic Senate President

Jo Ann Higdon

Chief Business Officer

David Vakil

Typed Name

07/27/09

Date

Jo Ann Higdon

Typed Name

7/27/09

Date

Thomas M. Fallo
Superintendent/President/Chancellor

Thomas M. Fallo

Typed Name

7/29/09

Date



California Community Colleges Chancellor's Office
1102 Q Street, Suite 300
Sacramento, CA 95811-6549

Due Date July 31, 2010

College: El Camino Community College District

Contact Person: Francisco Arce, VP Academic Affairs

Phone #: 310-660-3119

E-mail Address: fmarce@elcamino.edu

**2007-08 Basic Skills Funds End-Year Expenditure Report
for Submission in FY 2009-10 and Signature Page**

Basic Skills funds allocated in 2007-08 expire as of June 30, 2010 and cannot be expended beyond that date. All unexpended funds as of July 1, 2010, revert back to the State Budget. Enter from the 2007-08 allocation the total expenditures from 7/1/2007 through 6/30/2010, for each budget category. The total must not exceed the total basic skills allocation for 2007-08 funds. Original signatures are required of the Chief Executive Officer, the Chief Business Officer, the Academic Senate President, the Chief Instructional Officer, and the Chief Student Services Officer.

Category	Total Allocations by Category from 7/1/07 thru 6/30/10	Total Expenditures by Category from 7/1/07 thru 6/30/10	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	11,141.95	11,141.95	0
B. Student Assessment	8,781.79	8,781.79	0
C. Advisement and Counseling Services	24,258.30	24,258.30	0
D. Supplemental Instruction and Tutoring	168,409.98	168,409.98	0
E. Course Articulation/ Alignment of the Curriculum	0	0	0
F. Instructional Materials and Equipment	13,320.27	13,320.27	0
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	150,415.97	150,415.97	0
TOTALS:	376,328	376,328	0

Signatures:



Superintendent/President/Chancellor

Thomas M. Fallo

Typed Name



Chief Business Officer

Jo Ann Higdon

Typed Name

7/30/10
Date



Academic Senate President

David Vakili

Typed Name



Chief Instructional Officer

Francisco M. Arce

Typed Name



Chief Student Services Officer

Jeanie Nishime

Typed Name



California Community Colleges Chancellor's Office
1102 Q Street, Suite 300
Sacramento, CA 95811-6549

Due Date July 31, 2010

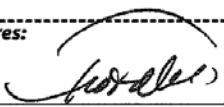
College:	El Camino Community College District
Contact Person:	Francisco Arce, VP Academic Affairs
Phone #:	310-660-3119
E-mail Address:	fmarce@elcamino.edu

**2008-09 Basic Skills Funds End of Year Expenditure Report
for Submission in FY 2009-10 and Signature Page**

Basic Skills funds allocated in 2008-09, 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 6/30/2010, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds. Original signatures are required of the Chief Executive Officer, the Chief Business Officer, the Academic Senate President, the Chief Instructional Officer, and the Chief Student Services Officer.

Category	Total Allocation by Category from 7/1/08 thru 6/30/10	Total Expenditures by Category from 7/1/08 thru 6/30/10	Total Unused Allocation Carried Over to FY 2010-11
A. Program, Curriculum Planning and Development	1,000	0	1,000
B. Student Assessment	20,420	15,895.41	4,524.59
C. Advisement and Counseling Services	45,316	10,398.44	34,917.56
D. Supplemental Instruction and Tutoring	163,791	163,548.19	242.81
E. Course Articulation/Alignment of the Curriculum	2,000	0	2,000
F. Instructional Materials and Equipment	26,917	7310.58	19,606.42
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	125,532	115,896.60	9,635.40
TOTALS:	384,976	313,049	71,927

Signatures:



Superintendent/President/Chancellor

Thomas M. Fallo

Typed Name

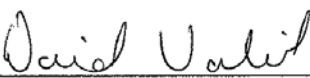
Date



Chief Business Officer

Jo Ann Higdon

Typed Name



Academic Senate President

David Vakili

Typed Name



Chief Instructional Officer

Francisco M. Arce

Typed Name



Chief Student Services Officer

Jeanie Nishime

Typed Name



California Community Colleges Chancellor's Office
1102 Q Street, Suite 300
Sacramento, CA 95811-6549

Due Date July 31, 2010

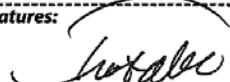
College:	El Camino Community College District
Contact Person:	Francisco Arce, VP Academic Affairs
Phone #:	310-660-3119
E-mail Address:	fmarce@elcamino.edu

**2009-10 Basic Skills Funds End of Year Expenditure Report
for Submission in FY 2009-10 and Signature Page**

Basic Skills funds allocated in 2009-10, expire as of June 30, 2012 and cannot be expended beyond that date. All unexpended funds as of July 1, 2012 revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2010, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds. Original signatures are required of the Chief Executive Officer, the Chief Business Officer, the Academic Senate President, the Chief Instructional Officer, and the Chief Student Services Officer.

Category	Total Allocation by Category from 7/1/09 thru 6/30/10	Total Expenditures by Category from 7/1/09 thru 6/30/10	Total Unused Allocation Carried Over to FY 2010-11
A. Program, Curriculum Planning and Development	45,000	0	45,000
B. Student Assessment	13,770	0	13,770
C. Advisement and Counseling Services	4,400	0	4,400
D. Supplemental Instruction and Tutoring	49,571	0	49,571
E. Course Articulation/Alignment of the Curriculum	0	0	0
F. Instructional Materials and Equipment	37,000	0	37,000
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	107,425	0	107,425
TOTALS:	257,166	0	257,166

Signatures:



Superintendent/President/Chancellor

Thomas M. Fallo

Typed Name

Date



Chief Business Officer

Jo Ann Higdon

Typed Name



Academic Senate President

David Vakil

Typed Name



Chief Instructional Officer

Francisco M. Arce

Typed Name



Chief Student Services Officer

Jeanie Nishime

Typed Name

ECC BASIC SKILLS INSTITUTIONAL RESEARCH REPORTS

With support from Basic Skills Initiative funds, the ECC Institutional Research Office has conducted a number of basic skills-related studies. These ongoing studies are being used to provide an accurate student profile, to assess student placement, to evaluate student success in various courses/programs, and to assess effectiveness of basic skills interventions and projects. The reports listed below are all available online at <http://www.elcamino.edu/administration/ir/basicskills.asp>.

El Camino College Assessment Test Results

Report on course placement rates of new high school graduate-aged students entering El Camino College over 5 years.

El Camino College 2009 Annual Fact Book

Comprehensive overview of El Camino College that includes *Basic Skills Course Success and Retention* (page 27) and *Basic Skills Successful Course Completion by Subject* (page 31).

El Camino College English 84 Tracking Summary, Fall 2007 to Summer 2009

Tracks English-84 students from Fall 2007 through Summer 2009 to find how many students attempt transfer level courses (English-1A and Critical Thinking) and are successful in these classes.

El Camino College English A Tracking Study, Fall 2007 to Spring 2009

Tracks El Camino students who first attempted English A in Fall 2007 through Spring 2009 (7 terms) to capture improvement rate as measured by passing English 1A within 2 years. Students are identified by ethnicity.

El Camino College English B Performance by Writing Test Scores, Success Rate Trends, Fall 2005-Fall 2009

El Camino College English B Performance by Writing Test Scores, Success in English B, Fall 2005-Fall 2009

First report contains graphs of success rates in English A and English B while the second report is an analysis of the correlation of placement test scores and success in English B.

El Camino College Math 10 and Math 23 Success and Improvement, Fall 2007 and Spring 2008

Tracks El Camino College students who first attempted Math 10A/12 (four levels below transfer) or Math 23 (three levels below transfer). Includes success and improvement rates for each course on the Basic Skills Math track for each cohort.

El Camino College Math 23 and Math 25 Tracking Study, Fall 2007 and Spring 2008

Reports track first time Math 23 and Math 25 students up to one level below their transfer Math course (Math-73 or Math 80).

Appendix A

El Camino College Writing Center Usage and Student Performance Spring 2008, Fall 2008 and Spring 2009

The following report updates a previous analysis of Writing Center usage and its possible impact on course retention and academic success in English, ESL and other courses at El Camino College. Center usage was collected for the three most-recent semesters. Table 1 provides a tally of total usage by subject/course (duplicated by student) along with counts of unduplicated students and grades. Previous term tallies are included for comparison. Dramatic increases in Writing Center usage are likely due to enrollment growth and the opening of an expanded Writing Center in the new Humanities building, which opened Fall 2008.

In Tables 2-4, enrollment counts and success and retention rates are provided for each course in which cumulative enrollment of Writing Center users was greater than 30. Including data on courses with fewer than 30 students total could cause reduced reliability of the results. Although no statistical testing was conducted comparing the two groups, it is clear that students using the Writing Center tend to perform much better than those who did not use the Center for the courses listed. This repeats the finding in the previous study.

Please note that there are fewer grades than students because an exact match could not be made for many of the students using the Writing Center (e.g., no valid student ID or course section was provided by the student). Tables 2-4 are based on valid student-section-grade matches, not on actual counts of students served.

Table 1: Writing Center Usage by Subject and Term

Requested Subject	Number of Unique Visits						
	FA 05	SP 06	SP 07*	FA 07	SP 08	FA 08	SP 09
ESL	297	310	240	286	251	302	353
English B	389	327	201	419	76	170	161
English A	145	141	109	220	508	902	803
English 1A	529	559	400	673	712	1,094	1,145
English 1B	77	131	68	94	156	152	161
English 1C+	374	464	270	398	963	1,230	1,265
Reading Courses	92	99	81	126	306	615	538
Other	1,573	2,036	1,067	1,639	1,301	1,775	2,593
Total Visits	3,476	4,067	2,436	3,855	4,273	6,240	7,019
<i>Unduplicated Students</i>	<i>2,056</i>	<i>2,183</i>	<i>1,652</i>	<i>2,267</i>	<i>2,515</i>	<i>3,354</i>	<i>3,877</i>
<i>Unduplicated Grades</i>	<i>1,782</i>	<i>1,962</i>	<i>1,697</i>	<i>2,005</i>	<i>2,156</i>	<i>2,870</i>	<i>3,381</i>

* includes usage through May 1, 2007 only.

Table 2: Comparison of Success and Retention in ENGLISH based on Writing Center Usage, 08-09

English Course	Used Writing Center			All Others		
	Count	Success	Retention	Count	Success	Retention
English B	295	68.5%	90.8%	841	44.0%	68.4%
English A	1,278	66.3%	91.7%	2,739	48.9%	72.5%
English 1A*	1,703	74.5%	90.4%	4,139	53.9%	72.6%
English 1B	279	79.6%	90.0%	851	65.5%	79.8%
English 1C	860	82.3%	91.6%	2,194	70.3%	81.7%
English 80	55	43.6%	94.5%	428	30.1%	68.5%
English 82	344	66.3%	90.1%	1,606	45.0%	72.2%
English 84	468	64.7%	95.1%	1,882	54.4%	80.6%

* Excludes ESL sections of Engl-1A.

Table 3: Comparison of Success and Retention in ESL based on Writing Center Usage, 08-09

ESL Course	Used Writing Center			All Others		
	Count	Success	Retention	Count	Success	Retention
ESL-52B	56	91.1%	98.2%	47	64.1%	83.0%
ESL-53A	54	88.9%	96.3%	46	58.8%	82.7%
ESL-53B	159	91.8%	98.1%	47	67.9%	84.7%
ENGL-AX	270	81.9%	96.7%	31	63.3%	83.0%
ENGL-1AX	184	86.4%	94.0%	32	64.8%	83.0%

Table 4: Comparison of Success and Retention in OTHER COURSES based on Writing Center Usage, 08-09

Other Course	Used Writing Center			All Others		
	Count	Success	Retention	Count	Success	Retention
ANTH-1	54	75.9%	92.6%	1,722	57.4%	79.8%
ANTH-2	40	65.0%	92.5%	884	54.6%	78.3%
ART-1	80	75.0%	98.8%	1,594	56.3%	83.4%
ART-3	44	90.9%	97.7%	324	57.1%	82.1%
BIOL-10	51	68.6%	84.3%	1,043	65.0%	81.8%
BUS-1A	58	74.1%	89.7%	1,303	48.7%	67.8%
BUS-1B	64	81.3%	85.9%	580	58.1%	70.9%
CIS-13	44	79.5%	90.9%	1,775	58.9%	76.7%
DANC-1	48	87.5%	93.8%	856	63.7%	79.3%
GEOL-1	52	86.5%	98.1%	524	58.4%	79.0%
HDEV-10	51	90.2%	96.1%	665	61.4%	73.5%

Other Course	Used Writing Center			All Others		
	Count	Success	Retention	Count	Success	Retention
HIST-1A	99	86.9%	96.0%	1,907	55.8%	79.5%
HIST-1B	51	80.4%	90.2%	1,402	62.8%	83.5%
HIST-32	42	95.2%	97.6%	75	60.0%	84.0%
OCEA-10	66	84.8%	92.4%	720	72.6%	83.1%
POLI-1	93	88.2%	97.8%	2,828	56.5%	80.0%
PSYC-3	44	75.0%	88.6%	612	62.1%	77.0%
PSYC-5	60	66.7%	91.7%	2,767	48.9%	77.9%
SCOM-1	132	82.6%	94.7%	2,098	62.9%	79.4%
SCOM-3	52	80.8%	96.2%	623	78.8%	87.2%
SOCI-101	128	89.1%	96.9%	1,558	69.5%	81.5%
SPAN-1	74	75.7%	90.5%	1,496	55.3%	72.5%
SPAN-2	42	81.0%	83.3%	258	72.1%	78.7%

Appendix B

El Camino College

Math-12 Counselor Sections, Spring 2008 and Fall 2008

Outcomes (Revised to include official outcomes from Spring 2009)

ALL STUDENTS ENROLLED IN MATH-12												
Academic Outcome	Spring 2008						Fall 2008					
	Counselor		NO Counselor		Diff		Counselor		NO Counselor		Diff	
	N	%	N	%			N	%	N	%		
Counseling/Ed Plan												
Ed Plan (SP08)	71	36%	126	20%	15%	**						
Other Couns. (SP08)	5	3%	14	2%								
Ed Plan (FA08)	17	9%	54	9%	0%		101	41%	256	27%	14%	**
Other Couns. (FA08)	1	1%	16	3%			92	38%	26	3%		
Total Ed Plans	88	44%	180	29%	15%		101	41%	256	27%	14%	
Total Other Counseling	6	3%	30	5%			92	38%	26	3%		
Math-12 Success Rates												
Successful	79	40%	238	38%	1%		125	51%	402	43%	8%	*
Math-12 Retention Rates												
Retained	112	56%	370	60%	-3%		187	77%	699	75%	2%	
One-term Persistence												
Persisted	122	61%	359	58%	3%		187	77%	683	73%	4%	
Improvement Rate												
Improved ¹	41	21%	89	14%	6%	*	63	26%	177	19%	7%	*
Total Enrolled	199	100%	619	100%			244	100%	938	100%		
¹ The number and percentage of students enrolled in Math-12 who are both successful in Math-12 as well as in a higher Math courses taken after Math-12 (Math-23, -40, or -60) within one regular term.												
* Statistically significant difference (<i>p</i> <.05)												
** Statistically significant difference (<i>p</i> <.01)												

STUDENTS TAKING MATH-12 FOR THE FIRST TIME												
Academic Outcome	Spring 2008							Fall 2008				
	Counselor		NO Counselor		Diff			Counselor		NO Counselor		Diff
	N	%	N	%				N	%	N	%	
Counseling/Ed Plan												
Ed Plan (SP08)	55	34%	95	19%	15%	**						
Other Couns. (SP08)	5	3%	11	2%								
Ed Plan (FA08)	11	7%	46	9%	-2%		91	43%	226	27%	16%	**
Other Couns. (FA08)	1	1%	12	2%			78	36%	26	3%		
Total Ed Plans	66	40%	141	28%	12%		91	43%	226	27%	16%	
Total Other Counseling	6	4%	23	5%			78	36%	26	3%		
Success Rates												
Successful	67	41%	201	40%	1%		111	52%	370	44%	8%	*
Retention Rates												
Retained	95	58%	302	60%	-2%		164	77%	637	76%	1%	
One-term Persistence												
Persisted	100	61%	279	55%	6%		168	79%	615	73%	5%	
Improvement Rate												
Improved ¹	38	23%	78	16%	8%	*	58	27%	169	20%	7%	*
Total Enrolled	163	100%	503	100%			214	100%	838	100.0%		
¹ The number and percentage of students enrolled in Math-12 who are both successful in Math-12 as well as in a higher Math courses taken after Math-12 (Math-23, -40, or -60) within one regular term.												
* Statistically significant difference ($p < .05$)												
** Statistically significant difference ($p < .01$)												
Math-12 Sections with a Counselor:												
Spring 2008: 0182, 0214, 0220, 0230, 0232, and 0242												
Fall 2008: 0190, 0182, 0220, 0232, 0222, and 0212												

Appendix C

Faculty Inquiry Partnership Program (FIPP) Executive Summary Phases 1 and 2

The Faculty Inquiry Partnership Program (FIPP) was created to facilitate a dialogue between basic skills instructors and transfer level instructors in an effort to increase basic skills students' success and retention. The foundation of the program is cross-disciplinary faculty collaboration and the implementation of strategies for developing active and responsible learners.

FIPP is a year-long program and can be broken into three distinct phases: Phase 1 - On Course Training; Phase 2 - Strategy Implementation and Faculty Collaboration; Phase 3 - Strategy Implementation and Leadership.

Phase One - On Course I Training (Summer 2009)

The training provided the 38 FIPP participants with learner-centered strategies for helping students learn more deeply and become more active and responsible learners. Cross-disciplinary partnerships were established during the training. Each partnership was required to identify five strategies to implement during the fall semester.

The faculty reported that the training was extremely effective in equipping them to enhance active learning and to encourage students to adopt personal responsibility for their educational outcomes. (Appendix H - FIPP On Course Workshop Program Evaluations). The average overall rating for the program was a 9.0 on a scale of 1 (poor) to 10 (excellent).

Phase Two - Strategy Implementation and Faculty Collaboration (Fall Semester 2009)

FIPP participants were required to implement five strategies over the course of the fall semester. Upon completion of each strategy, faculty members distributed student surveys (Appendix I - FIPP Student Survey Results). These surveys were designed to measure the impact of the activity on student learning and engagement. Results were very positive and highlighted the impact of the program. Over 3,000 Student Surveys were collected. The results strongly indicated that 80% or more agreed or somewhat agreed that the activities contributed to their understanding of the content, kept their interest, contributed to their motivation and impacted their overall success.

After each activity FIPP participants completed an Activity Report (Appendix J - FIPP Activity Report). The Activity Report documented the materials, activity, and implementation of the strategy. Each Activity Report provides enough information for faculty outside the program to successfully implement the strategy. This shared learning creates an opportunity to maintain the impact of FIPP beyond the duration of the program. The Activity Reports will be posted online for access.

Phase Three - Strategy Implementation & Leadership (Winter & Spring 2010)

Phase three is currently in progress. A report will be submitted at the end of the spring semester.

Appendix D

Basic Skills Initiative - Teacher Development Workshops 2009-10

Meeting (1)	12/4/09	Introduction
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Introduction

1. State of education in our department
 - a. Success, retention, persistence rates over the past 10 years with comparison to other local colleges
 - b. Discuss the need for change
2. Presentation: "Who is the Basic Skills Student?"
 - a. Skills of the average basic skills students
 - b. Emotional and psychological impediments of basic skills students.

Analysis of Poppy Copy document

1. Poppy Copy recommendations for Instructional Practices
 - Research Findings
 - Sound principles of learning theory in the dev courses
 - Practices that have proven to be effective in mathematics
 - The necessity of a holistic approach in dev education programs
 - A high degree of structure within the class
 - The need for a variety of instructional methods
 - Routine professional development
 - Close monitoring of student performance
 - Comprehensive academic support

Meeting (2)	2/19/10	Best Practices
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Best Practices

- Instructors will share their best teaching tools, tricks, practices, or techniques to share with the group and relate these examples to one or more of the instructional practice recommendations
- Discussion: Participants will discuss the recommendations of the Poppy Copy and create an outline for a BSI Teaching Practices Guidebook
- Peer Collaboration Activity: Participants will visit each other's classes for constructive criticism, advice and feedback.

Meeting (3)	2/26/10	Learning Styles
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Evidence from Cognitive Science Research

The purpose of this workshop is to

- Define various learning styles & become familiar with their merits
- Examine individual preference for activities and analyze the degree to which they reflect learning style/multiple intelligence preferences.
- Analyze how certain activities fall into various models of learning styles
- Discuss implications for teaching and learning

Topics for presentation

1. Cooperative group activities
 - a. Evidence to support the usage of cooperative group activities
 - b. Math 12 and 23 and 40 cohort activities

Meeting (4)	3/12/10	Alt Assessments
--------------------	----------------	------------------------

Evidence from Education Research

Review common midterms to view the assessment goals of these exams. What do these assessments tell us or fail to tell us about student learning and math understanding vis a vis student learning styles.

An investigation to alternative methods of assessment in the math class in order to

- Assess a broader range of student abilities
- Involve students in the assessment process and develops students' capacity to monitor their own performance, e.g. by understanding the criteria used in assessment
- Assesses not only what students know but also what they do
- Provide contextualized, complex challenges
- Facilitate active collaboration between students leading to assessment of projects produced by groups of students

Topics of discussion:

- Traditional Exams
- Essays
- Multiple-Choice Tests
- Portfolio Assessment
- Group Assessment
- On-line Assessment
- Peer Assessment

Meeting (5)	3/26/10	On-Course Strategies
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On Course Strategies and techniques for teaching developmental students.

The purpose of the workshop is to provide educators with

- Empowerment strategies for students.
- Learner centered structures to help students learn.

Topics of discussion:

- Personal Responsibility
- Self Motivation
- Interdependence
- Self Awareness
- Life-Long Learning
- Emotional Intelligence
- Self-Esteem

Meeting (6)	4/9/10	Technology
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Presentation on incorporating technology at the basic skills level.

The purpose of the workshop is to provide educators with examples of

- Data collection and analysis as a primer for Algebra instruction.
- Algebra activities from the math 40 cohort incorporating data analysis and technology.
- Introduction to the Ti-Npsire calculator

Meetings (7, 8 & 9)	4/23/10 - 5/7/10 - 5/21/10	Presentations
--------------------------------	-----------------------------------	----------------------

Review of presentations by participants on methods to incorporate manipulatives, a variety of learning styles and alternative forms of assessment.

Each group of four to divide up what writing they will do to contribute to the BST teaching practices handbook that reflects their learning and new approaches with

- Teaching
- Use of Manipulatives
- Cooperative learning groups
- Assessment
- Multiple Intelligences
- Student Empowerment
- Imbedding technology

The BSI Teaching Practices handbook will be a record of their learning for other instructors and for themselves as a whole community.

Meeting (10)	6/4/10	Conclusion
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Conclusion

- The BSI Teaching Practices Handbook and activities will be compiled and disseminated to participants.
- Introduction to the MYECC exchange where activities are stored as well as other resources.