

DRAFT 9/27/11 1:00PM

**2010-2011 Basic Skills Allocation End-of-Year Report
2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan
Submission Deadline: October 10, 2011
Las Positas College**

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

Las Positas 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			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	135,844		

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**

Las Positas 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			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	90,000		

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**

Las Positas 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			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	90,000		

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.

Las Positas College

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

	2007-2008	2008-2009	2009-2010
Mathematics	45.7	42.4	53.4
Writing	61.4	68.4	73.9
Reading	n/a	n/a	n/a
ESL	65.7	63.9	70.6
All Basic Skills	55.8	54.4	62.9

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	53.7	51.4	50.6
Writing	70.2	74.8	75.8
Reading	n/a	n/a	n/a
ESL	47.2	48.7	46.5
All Basic Skills	57.9	58.4	58.7

[2] Completion and Improvement Rates Narrative Response

2a. Introduction

Las Positas College regularly reviews institutional level data. Course Success Rates and Persistence Rates, for example, are reviewed and analyzed by discipline faculty as part of the Instructional Program Review process. Excerpts from the Math, English (integrated Writing and Reading), and ESL instructional program reviews will be included below to illustrate analyzes of completion and improvement rates.

ARCC data, which compares our institution to our peer group, however, is not widely analyzed by faculty and staff at Las Positas College. In response to this BSI Report, the ARCC Basic Skills data is being further reviewed by the Director of Institutional Research, the Basic Skills Committee, and the faculty within the basic skill's departments. Several items have emerged from the recent discussions around these numbers.

First, Las Positas College is proud of the significant gains in the Successful Course Completion Rates that have occurred from 2007-2010 in all three of our basic skills areas. For Math, going from 45.7% successful course completion rate in 2007 to 53.4% in 2010 is substantial progress. For English, progressing from 61.4% to 73.9% is remarkable. For ESL, progressing from 55.8% to 62.9% is considerable. The hard work of faculty and staff across the institution is making a difference for our students. We are proud of the progress and we recognize that there is still much work to be done.

Second, the Improvement Rates for ESL and Credit Basic Skills Courses included in this report may not be accurately capturing the improvement of our students. In further analysis of ARCC data, we have found that some of our courses may be coded incorrectly in the system database. Despite the CB21 and CB08 recoding efforts over the past few years, some of our courses may still be coded incorrectly, particularly in terms of our sequences of classes. The Director of Institutional Research has been meeting with department coordinators to rectify any discrepancies.

Third, we acknowledge that many events, activities and innovations occur on campus over the course of one or more years, making it difficult to identify specific activities that may (or may not) contribute to completion and improvement trends. For example, cut-scores for math and English placement were modified in _____. The math curriculum has been realigned. The English sequence has taken on a more "accelerated" approach. The Assessment Center website was redesigned so the assessment process, test questions and study guides would be more transparent to students. Numerous small-scale innovations have taken place in classrooms and programs across campus.

Despite the challenges identified here, we will attempt to address the information requested in this report.

2b. Top Five Basic Skills Allocation Activities for 2010-2011

The following activities represent the top five basic skills allocation funded activities during the past year, and their respective Effective Practices.

1. Embedded Counseling

A.5 = A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

B.3 = Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

B.4 = Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

2. Tutorial and Supplemental Instruction

A.5 = A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

D.2 = Curricula and practices that have proven to be effective within specific disciplines are employed.

D.10 = Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

3. Basic Skills / General Education Learning Community

A.6 = Faculty that are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

B.2 = Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

C.2 = The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

C.5 = Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D.2 = Curricula and practices that have proven to be effective within specific disciplines are employed.

D.3 = The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as their cognitive growth.

D.8 = Developmental faculty routinely share instructional strategies.

4. Practitioner Projects

5. Professional Development

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

3a. Learning Communities

The Case for Learning Communities

Community Colleges have responded to the alarming completion rates by developing a number of programs and services. Learning communities – a curricular model that links two or more courses together for a cohort of students – is one popular intervention being tried to help students (Visher, Wathington, Richburg-Hayes, Schneider, 2008). For the most part, community college students take courses that are detached and isolated from each other. In learning communities with linked courses, however, a cohort of students enrolls in the same two or more courses, and the courses are designed to complement each other. The instructors of these courses work together to promote shared curriculum and support each other’s learning goals. Linking courses together, therefore, has potential benefits for students, faculty, and institutional culture.

The literature suggests that learning communities positively support student outcomes including improved student success, retention and persistence (CSS, 2007). Tinto (1997) further claims that students who are part of a learning community appreciate the social connections they make with other students, and feel supported in their learning. The theory of change for learning communities in community colleges builds on the well-documented finding that the relationships that students form with faculty and other students enable and encourage students to persist and succeed in their educational pursuits (Tinto, 1993, 1997). Collaborative learning and other experiences offered by learning communities enhance a sense of belonging, which, in turn, leads to an increase in student effort; it is this effort and engagement in learning processes that drives student knowledge acquisition and the development of academically relevant skills (Tinto, 1993, 1997). In addition to improving knowledge acquisition, learning communities are theorized to facilitate cross-curricular connections, thereby deepening learning and promoting higher-order thinking skills (Fogarty and Dunlap, 2003). Curricular integration, initiated by linking courses, allows students to more easily make connections across disciplines and topics and with their own personal experience (Tinto, 1997). Figure 1 illustrates these relationships as a logic model. This logic model informs the evaluation efforts of learning communities at Las Positas College.

Las Positas College currently supports several different learning community models:

I. The College Foundation Semester (CFS)

CFS is based on Diego Navarro’s ACE (formally Digital Bridge) model. Students in the CFS take five classes together as a cohort. Students begin the semester with the College Foundation course that focuses on learning styles, communication and strategies for success in college. The students then become part of a learning community where they take four more classes together: English, Math, Computer Information Systems and Psych-Counseling. CFS also offers students academic support and strategies for school success, including: access to counselors, assistance with registration, access to financial aid, and information to facilitate the students’ understanding of how the college works.

II. Early Childhood Development / English as a Second Language (ECD/ESL LC)

Las Positas College offers a learning community specifically for Early Childhood Development students who are primarily Spanish-speaking. The ECD/ESL learning community pairs four courses in ECD, with ESL coursework based on individual students’ ESL assessment results. The ECD/ESL LC also integrates academic and student support services.

III. Basic Skills / General Education learning community (BS/GE LC)

A third learning community model pairs a basic skills English course with a transfer-level general education course. For the purpose of this BSI report, the BS/GE LC will be used to illustrate the programmatic approach and evaluation design that Las Positas College uses to analyzes learning communities.

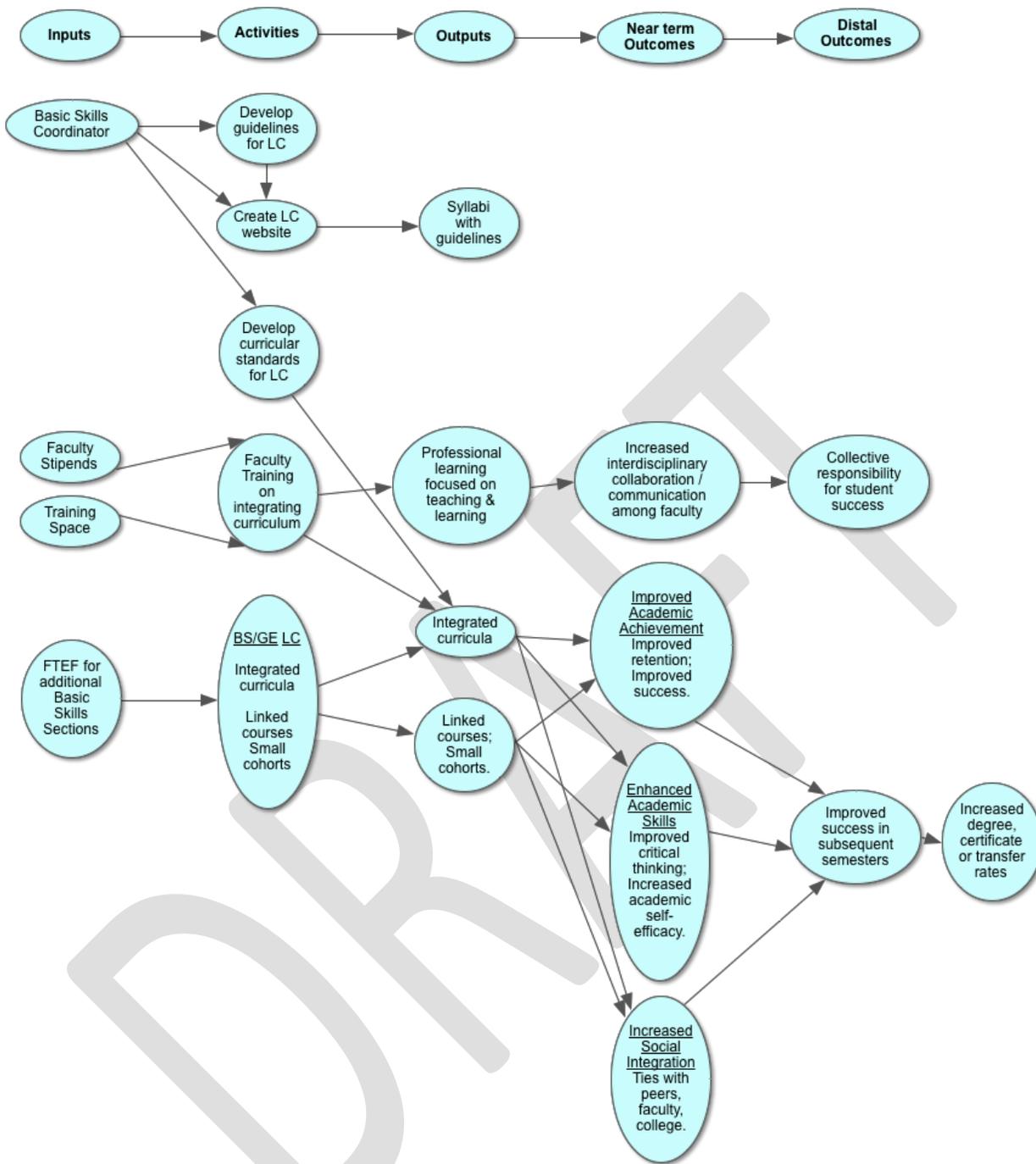


Figure 1. Logic Model for Learning Communities in Community Colleges

The Basic Skills / General Education Learning Community at Las Positas College

The Basic Skills Committee at Las Positas College is a campus-wide planning body responsible for identifying and coordinating effective practices for meeting basic skills students' educational needs. Based on a review of the literature and the effective practices identified in Basic Skills as a Foundation for Student Success in California Community Colleges (CSS, 2007), the Basic Skills Committee identified the expansion of learning communities as one of its goals.

During 2009-2010, the Las Positas College Basic Skills Committee held a series of workshops open to the campus community to select a learning community (LC) model. A multidisciplinary approach, which pairs a basic skills course with a transfer-level general education course, was selected. The first LC paired a basic skills

English course (English 102) and a transfer level GE course (Health 1). The first Basic Skills / General Education Learning Community (BS/GE LC) was piloted at Las Positas College in Fall 2010, with two separate sections of English 102, and one section of Health 1 (Figure 2).

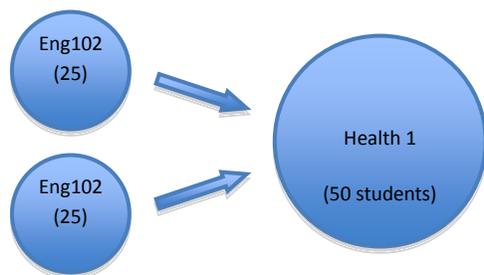


Figure 2. BS/GE LC Fall 2010 Pilot

Evaluation Method for BS/GE LC Fall 2010 Pilot

Various outcome measures have been cited in the literature as evidence of the effectiveness of basic skills programs. Quantitative measures typically include course success, course retention, program persistence, progression through sequential levels of developmental courses, progression to college-level courses, and course GPA (CSS, 2007). Qualitative measurements include student perceptions and satisfaction with various elements of the program (CSS, 2007; Tinto, 2000). According to the Academic Senate for California Community Colleges, the ultimate measure of success in basic skills is truly reflected only in the student’s ability to successfully complete college-level work (Academic Senate for California Community Colleges, 2004). These same measures are appropriate to evaluate the effectiveness of learning communities.

Evaluating the effectiveness of “learning communities” is particularly challenging for several reasons. First, there are very different approaches/models of learning communities. Some learning communities pair two classes together with little to no integration of curriculum and learning goals; while other learning communities may pair multiple courses with all instructors in the same room all the time. Second, the target population for individual learning communities varies dramatically. Some learning communities, such as the Freshman Experience Program at Santa Anna College, simply targets new students, while others, such as Puente or Tinto’s ACE (formally Digital Bridge) target “high risk” student populations. Third, learning communities are often designed as “wrap around” programs, in which a multitude of interventions, including instructional changes, counseling, advising, and cohort creation, all are applied at the same time. Thus, teasing out the specific interventions that had the greatest impact is nearly impossible. Evaluating learning communities, therefore, considers whether the package of the learning community leads to different student outcomes compared with unlinked, standard courses.

So, to evaluate the effectiveness of a learning community, it is essential to introduce a *counterfactual* — that is, some means of determining what would have happened if the program did not exist (Brock, 2010). The evaluator’s job is to find an appropriate comparison group to estimate the “value added” of the program. To measure the “value added” impact of the BS/GE LC a comparison group will be created. Post-learning community observations of the experimental group (E) will be compared to a non-equivalent, but similar, comparison group (C):

$$X \quad \begin{matrix} O_{E1} \\ O_{C1} \end{matrix}$$

The comparison group that was created is comprised of a group of students who concurrently enrolled in English 102 (or English 104) and Health 1 during the Fall 2008, Fall 2009, and Fall 2010 semesters. We were hoping to limit the comparison group to students who enrolled in the respective courses with the SAME instructors as the LC, but even after going back three years, the number of students (N) was too small to proceed.

An analysis of the BS/GE LC Fall 2010 Pilot seeks to answer the following research question.
Research Question:

1. What impact, if any, does the BS/GE LC have on student academic achievement, as measured by retention, success, and persistence?

Evaluation Results for BS/GE LC Fall 2010 Pilot

For the purpose of the BS/GE LC Fall 2010 Pilot, a limited evaluation was performed. Success rates and persistence rates for the experimental group and a comparison group were analyzed. Data for the pilot indicates that there is no substantial difference between the success rates of BS/GE LC students and the comparison group (Table 1).

Table 1: Success Rates for BS/GE LC Fall 2010 and Non-LC Comparison Group

Success Rates						
	ENG 102		HLTH 1		Total	
	Num	pct	Num	pct	Num	pct
Success	38	78%	36	73%	74	76%
Non-success	5	10%	8	16%	13	13%
Withdrawal	6	12%	5	10%	11	11%
Total	49	100%	49	100%	98	100%

Las Positas
College
BS/GE LC Students
Success Rates of Students Concurrently Enrolled in
English 102 and Health 1
Fall2010

Notes: Success is a grade of 'A', 'B', 'C', 'CR', or 'P'. Non-success is a grade of 'D', 'F', 'NC', 'NP', or 'I'.
Withdrawal is a grade of 'W'.

	ENG 102/104		HLTH 1		Total	
	Num	pct	Num	pct	Num	pct
Success	116	80%	111	77%	227	78%
Non-success	14	10%	20	14%	34	12%
Withdrawal	15	10%	14	10%	29	10%
Total	145	100%	145	100%	290	100%

Las Positas
College
Non-LC Students
Success Rates of Students Concurrently Enrolled in
English 102/104 and Health 1
Aggregated Data for Fall 2008, Fall 2009,
and Fall 2010

Notes: Success is a grade of 'A', 'B', 'C', 'CR', or 'P'. Non-success is a grade of 'D', 'F', 'NC', 'NP', or 'I'.
Withdrawal is a grade of 'W'.

Success rates from distance education
sections were excluded.

Data for the pilot indicates a substantial difference in the persistence rates for BS/GE LC students compared to the comparison group (Table 2). 94% of the BS/GE LC persisted to the following Spring semester, compared to 88% in the comparison group.

Table 2: Persistence Rates for BS/GE LC Fall 2010 and Non-LC Comparison Group

Persistence Rates						
Las Positas College Learning Community Students vs. Non-Learning Community Students Fall to Spring Persistence Rates						
	Persisted to the Following Spring		Did Not Persist to the Following Spring		Total	
	Num	Pct	Num	Pct	Num	Pct
Fall 10 Learning Community	46	94%	3	6%	49	100%
Falls 08, 09, 10 Students in Non-Learning Communities	128	88%	17	12%	145	100%

Notes. In order to be included in this data, students had to be concurrently enrolled in English 102/104 and Health 1.

This quasi-experimental evaluation, demonstrates that the BS/GE LC may support students to persist to the following semester at higher rates, compared to students taking stand-alone courses.

Limitations to the BS/GE LC Fall 2010 Pilot Evaluation

1. Since the BS/GE LC was being piloted and only a small number of students (max of 50) could be accommodated, the number of students participating in the BS/GE LC Fall 2010 Pilot was small (N=49). The BS/GE LCs offered in Fall 2011 will allow for a larger N.
2. Students self-selecting into the BS/GE LC could be a confounding variable, but this is highly unlikely. The BS/GE LC was not advertised, nor did it recruit students to participate. Furthermore, the reduced number of courses available to students due to the current workload reductions mandated by the California State budget crisis, most likely reduced “self-selection” into the LC. It is highly probable that the enrolled students did not seek out the LC, but rather ended up in the LC based upon class availability and scheduling limitations.
3. The comparison group may differ from the experimental group. While efforts were made to create a comparison group that closely resembled the experimental group, it is possible that the two groups differed.

Recommendations for the Future

Based on the analysis of the BS/GE LC Fall 2010 Pilot and informal feedback from students and faculty, the BS/GE LC model will be expanded for Fall 2011 (Figure 3). Expanding the LC model for Fall 2011 will allow for a more robust evaluation in the future.

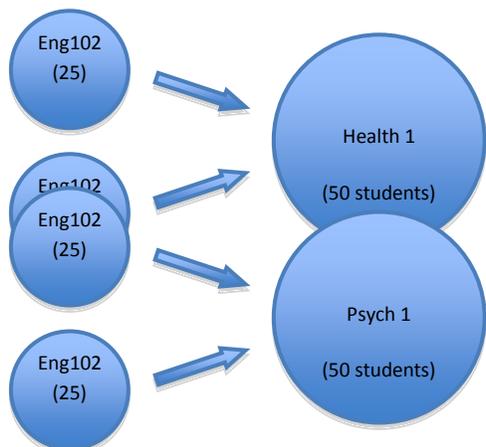


Figure 3: BS/GE LC Offerings Fall 2011

A more robust evaluation, one which captures the BS/GE LC's impacts on students, faculty, and the institution, is planned. The future evaluation will research the following questions.

Research Questions:

2. What impact, if any, does the BS/GE LC have on student academic achievement, as measured by retention, success, and persistence?
3. What impact, if any, does the LC have on student's perceptions of belonging, academic skills, and social support?
4. What impact, if any, does the LC have on building a shared responsibility for student success among faculty?

We anticipate three parts to the future evaluation:

1. *Evaluation of Academic Achievement*

Post-program observations of the experimental group will be compared to a non-equivalent, but similar, comparison group:

X O_{E1}
 O_{C1}

2. *Student Perceptions of Belonging, Academic Skills, and Social Supports*

Post-program student perceptions will be gathered through a LC Student Survey. The survey responses will be used to compare responses of the experimental group to a non-equivalent, but similar, comparison group:

X O_{E1}
 O_{C1}

3. *Faculty Perceptions of Collaboration and Communication*

Post-program faculty perceptions will be gathered through a LC Faculty Survey. The survey responses will be used to provide a qualitative perspective to the study.

Table 3 summarizes how these three parts will be operationalized.

Table 3. Summary of variables to be measured, and how will they be operationalized:

Variables	Operationalized as...	Data Sources
<i>Academic Achievement</i>		
Student success in BS course	Retention rate Success rate	IR Database
Student success in GE course	Retention rate Success rate	IR Database
Student persistence to following semester	Persistence rate	IR Database
Student Success in program semester	Credits earned GPA	IR Database
Student's success in subsequent	Success rate	IR Database

semester English course		
Student's success in subsequent semester GE courses	Success rate	IR Database
Student's critical thinking	SLO – linked to critical thinking Core Comp.	eLumen or Instructor
<i>Student Perceptions of Belonging, Academic Skills, and Social Supports</i>		
Student's sense of belonging	Student perceptions as measured by survey questions	LC Student Survey
Student's self efficacy in reading, writing ability	Student perceptions as measured by survey questions	LC Student Survey
<i>Faculty Perceptions of Collaboration and Communication</i>		
Faculty sense of collaboration	Faculty perceptions as measured by survey	LC Faculty survey

DRAFT

[3] Data Analysis for Selected Activities
3b. Early Alert

DRAFT

[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

[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)

DRAFT

**[5] 2011-2012 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2011**

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2014. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

District: _____

College: Las Positas College

2011-2012 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email

Category	Planned Expenditure by Category
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.1 Coordination	
G.2 Research	
G.3 Professional Development	
TOTAL	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date