



Basic Skills Plan 2014-2017

Progress Report 2013-14

Prepared by the Basic Skills Committee
Report to Planning and Budgeting Committee

April 2014

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Mission, Vision and Values

Mission

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Purpose

The purpose of the Basic Skills Plan 2014-2017 for Cañada College is to provide annual direction and priorities for key basic skills initiatives for the College. The plan was developed using the mission, vision, values, strategic directions and objectives from the Strategic Plan 2012-2017 (SP), Educational Master Plan 2012-2017 (EMP), as well as information from the Student Equity Plan (SEP), the Distance Education Plan (DE), and the Basic Skills goals (BS). In addition, the framework of the plan was based on the research from (a) Obanion's Principles, (b) "Student Support (Re)defined" from RP Group and (c) "A Matter of Degrees" from the Center for Community College Student Engagement (CCCSE). There are so many great ideas in all of these plans, and it was important that to get them accomplished, they needed to be prioritized.

By incorporating and aligning all of the various initiatives into one document, the College is provided with clear direction on what we need to be accomplishing over the next three years. This plan is by design very brief and serves as the blueprint for college basic skills actions – setting our direction - for the next three years.

STRATEGIC DIRECTIONS/GOALS

Teaching and Learning (TL)

Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

Completion (C)

Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

Community Connections (CC)

Build and strengthen collaborative relationships and partnerships to support the needs for our community

Global and Sustainable (GS)

Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Basic Skills Overview

1. Before registering for classes, students can register for **Math Jam** and **Word Jam**. In addition, collaboration with high Schools and Adult Education with the help of college ambassadors and by offering College courses at Adult sites has helped prepare students before they take the placement test and register for classes on campus. Further collaboration with the **Alliance for Language Learner's Integration, Education, and Success** has strengthened the support for ESL students.
2. After enrolling in basic skills courses, they are provided opportunities to register for **Learning Communities** offered across disciplines and levels. Faculty teaching in these Learning Communities attend a yearly retreat to plan their courses and integrate learning and have recently participated in a retreat to discuss the Student Success Score card.
3. **Proactive counseling and support** is provided to all students enrolled in basic skills courses through a number of activities including **Supplemental Instruction**.
4. To recognize students successes, students have the option to apply for two state-recognized certificates after transitioning to transfer level courses: Pathways to Student Success and Preparation for Academic Scholarship and Success (PASS) Certificate.

Key Interventions

- Math Jam and Word Jam
- Proactive Counseling
- Learning Communities
- Supplemental Instruction

All these interventions require professional development, assessment, and coordination.

BASIC SKILLS PLAN 2004-2017

BASIC SKILLS FRAMEWORK

The College uses Obanion’s Principles and Student Support (Re)defined as our Basic Skills framework. The following table displays the alignment with the framework and the College’s plans including Educational Master Plan, Student Equity Plan and Strategic Plan.

Specific College’s Plans are abbreviated as followed:

- EMP=Educational Master Plan
- SEP=Student Equity Plan
- SP=Strategic Plan

Applying Obanion’s Principles	Student Support (Re)defined
1. Every student makes significant connection with another person as soon as possible upon arriving at the college.	Connected: students feel like they are part of the college community
<ul style="list-style-type: none"> • EMP 2.1 Improve connections by linking Outreach activities with the instructional programs to increase the interest in the College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education. • SEP 1.1 Maintain HSI status by continuing outreach efforts in high schools and the community that support access for Hispanic students. 	
2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory	Directed: students have a goal and know how to achieve it Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.2 Improve connections with potential students by providing increased information about assessment testing. • EMP 2.3 Improve connections with potential students by conducting an engaging well thought out orientation program, etc. • SEP Cb. Review and Revise Placement and Placement Exams--Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English. • SEP Cd. Review and Revise Placement and Placement Exams--Prepare and implement a pilot study of a substantial cohort of students who could benefit from alternative placement mechanisms and innovations in Basic Skills Curriculum and Pedagogy. 	
3. Every student will be placed in a “Program of Study” from Day 1; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.	Directed: students have a goal and know how to achieve it Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.4 Identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs. • SP-Basic Skills: Direct students to math and English during first semester. • SP-Basic Skills: Identify improved pathways such as acceleration, Jams. • SEP 4.1b. Create a career pathway plan for students. • SEP Cc. Review and Revise Placement and Placement Exams--Consider the feasibility of expanding our Math Jam and Word Jam programs to include more students, and study ways to incorporate the pedagogies of these programs into Basic Skills courses. • SEP 2.1d. Research possibilities of mandating certain course-taking patterns to improve success of new students. 	

Applying Obanion's Principles	Student Support (Re)defined
<p>4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.</p>	<p>Focused: students stay on track—keeping their eyes on the prize Nurtured: students feel somebody wants and helps them to succeed</p>
<ul style="list-style-type: none"> • EMP 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign. • EMP 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals. • SEP Ca. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges. • SEP 4.1c. Contextualize basic skills curriculum for career relevance when possible. 	
<p>5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.</p>	<p>Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated Nurtured: students feel somebody wants and helps them to succeed</p>
<ul style="list-style-type: none"> • EMP 2.8 creating opportunities for faculty-student and student-student (peer) mentorships. • SP-Basic Skills: Look into the possibility of learning communities for black students. • SEP 5.2 ESL students will successfully move into academic and vocational classes at a higher rate than before 2010. 	
<p>6. Students will engage in courses and experiences designed to broaden and deepen their learning.</p>	<p>Engaged: students actively participate in class and extracurricular Nurtured: students feel somebody wants and helps them to succeed</p>
<ul style="list-style-type: none"> • EMP 3.3 Integrate Service Learning and internship opportunities for students into academic and student life. 	

TEACHING AND LEARNING

Specific College's Plans are abbreviated as followed:

EMP=Educational Master Plan

SEP=Student Equity Plan

SP=Strategic Plan

EMP 2.7 Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.

Work Team: Basic Skills Committee (BSC) Salumeh Eslamieh and Michael Hoffman

- D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- 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 to their cognitive growth.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental education faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

(<http://www.ccbcsi.org/instructional-practices>)

- Increase basic skills training for non-basic skills faculty
 - Continue Reading Apprenticeship ([Math ESL faculty in 2012](#))
- More JAMS-[Math JAM](#)/[Word JAM](#) and Social sciences Jam?
- Increase Learning Communities
 - Learning community/support program for target student populations
 - Puente: Puente Proposal

- Black Students
 - Institutionalizing Learning Communities?
 - Acceleration/pathway (ie. History/English)
 - Institutional support for faculty teams (release time, stipends)
 - LC coordinator
- Broaden LC and BS retreat?
- Change name of basic skills committee
- Campus outreach and buy-in for awesome practices
- Get rid of “pay as you go”
- Increase opportunities for peer-mentorship, tutoring and supplemental instruction
- Institutionalize support for guest speakers, field trips (D1, 4, 6)
- Integrate services provided by supplemental programs
- Information transparency: proactive and directed dissemination of important events and resources
- Department FINs: Math FIN Project-Pedagogy in Math
 - Look at other creative and very different ways of teaching.
- Faculty leaders push toward culture of collaboration and inquiry
 - long-term, campus-wide prof. development. events/initiatives
 - “Faculty-Success” center
- Assess programs (Accelerated English, ESL, basic skills sequences)

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-2014

- Introduce brainstorming list to the Basic Skills Committee
- Prioritize and allocate the work to faculty/staff and confirm the timeline for specific initiatives

2014-15

- Focus on Professional development and institutionalizing of prioritized initiatives
- Assess progress with Office of PRIE

2015-2017

- Provide college-wide instructional support to students based on effective practices.

What have you accomplished for the 2013-2014?

- Basic Skills Retreat, Jan 31, 2014

- Basic Skills Faculty Orientation May 2013 | Click here for Agenda -
- LC retreat (May 2013, 2014)
- Early Alert
- Tutors for learning communities and basic skills classes
- continued offering linked courses (learning communities in ESL/Library, English/History, ESL/Math)
- Math Jam, Word Jam, ESL Jam use trained tutors and provide comprehensive academic support.
 - ESL Tutor Training Jan 18, 2014
 - Pro-Active Counseling for ESL Students
 - Counselor
 - Coordinator and Retention Specialist
- Math Faculty involvement in Statewide Acceleration initiative through 3CSN (Stat-Path, Fastrack to Calculus)
- Working with High Schools on changes related to Common Core: Planned Event with Jo Boaler.
- Faculty have participated in Reading Apprenticeship trainings
- EPortfolio pilot, Spring 2013 (D7)
- [Habits of Mind](#) April 2014

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- 25% is complete of the 4-year plan

SP-Basic Skills Plan: Initiate the use of e-portfolios to measure student work.

Work Team: BSC Jonathan MacSwain, Jeanne Gross, and Jenny Castello

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Learning Center Accomplishments and Plan

- Pilot tutoring program geared toward student support, orientation and workshops
- New templates for non-declared students and also have a completed template for biology students. Attached is a “How to Create Your eFolio” PowerPoint t
- Contacted a third party E-portfolio hosting service requesting prices should the campus decide to grow past the Google freeware it is currently using. This is the same service SF state, Penn State, Portland State Virginia Tech and other colleges use for their program.
- In the future e-folio training part of Level II certification will be offered through the tutoring program offering routine workshops on creating and maintaining e-folios for students.

What have you accomplished for the 2013-2014?

Many faculty at Cañada College are utilizing e-portfolios to measure Program Learning Outcome and Institutional Learning Outcomes. To ensure that ESL students are prepared for this emerging digital requirement, the ESL Department planned and executed a mini-project designed to train faculty in off-campus classes with low-level students to create a google sites e-portfolio and to post an assignment. The project included developing a [template](#) for student use and a [training e-portfolio](#) to aid in faculty training. Seven faculty were trained and 100 students participated.

- [Report on off-campus ESL ePortfolios](#)
- [ePortfolio Trainings on-campus](#)

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- 25% is complete of the 4-year plan

OBANION'S PRINCIPLES AND STUDENT SUPPORT (RE)DEFINED

1. CONNECTION (CONNECTED)

EMP 2.1 Improve connections by linking Outreach activities with the instructional programs to increase the interest in the College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.

Work Team: Noel Chavez and outreach advisory committee

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

What have you accomplished for the 2013-2014?

- (a) ESL Tutor Training Jan 18, 2014 <http://canadacollege.edu/esl/facultyresources.php>
- (b) Meeting with Ambassadors
- (c) Word and Math Jam
- (d) Sequoia Adult School
 - i. Sequoia Adult School Scholars Foundation
 - ii. ALLIES <http://www.allies4innovation.org/>

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- 25% is complete of the 4-year plan

SEP 1.1 Maintain HSI status by continuing outreach efforts in high schools and the community that support access for Hispanic students.

Work Team: Outreach Office, Outreach Advisory Committee, Student Equity Committee (SEC), Basic Skills Committee (BSC) Kim Lopez

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The Outreach Office will work very close with following High School Departments:

- High Schools ELAC (English Learner Advisory Committee)
- High Schools BRT (Bilingual Resource Teacher)
- High Schools Parent Resource Centers
- SUHSD Parent Coordinator Carmina Chavez
- SUHSD DELAC (District English Learner Advisory Committee)
- SUHSD Migrant Education Program

The Outreach Office will participated in the following Hispanic Community Events:

- North Fair Oaks Community Festival
- Half Moon Bay Community Resource Fair
- OYE NFO Youth Community Conference
- Downtown Redwood City: The 4th of July Festival
- Downtown Redwood City: The Fiestas Patrias community event
- Downtown Redwood City: The Salsa Festival
- East Palo Alto: Cinco de Mayo Parade Festival
- North Fair Oaks: Mexican Mobile Consulate Day

Fall 2013		
Outreach Activity	Location	Date
DELAC Meeting	SUHSD	December-2013
SUHSD Parent Coordinators	SUHSD	December-2013

Spring 2014		
Outreach Activity	Location	Date
DELAC - College Application & Overview	SUHSD	TBD
ELAC - College Application & Overview	SUSHD- High Schools	TBD
SUHSD Migrant Education College Presentation	SUHSD	TBD
Weekly High School Visits	SUHSD + Other	Weekly
Community College Night	M-A High School	01-30-14
Community College Night	Sequoia High	2-12-14

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

- The Outreach Office completes 25% of the 4-year plan.

2. KEY INTAKE PROGRAMS (DIRECTED AND NURTURED)

EMP 2.2 Improve connections with potential students by providing increased information about assessment testing.

Work Team: Michael Hoffman, Jonathan MacSwain, and Jeanne Stalker

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

- Sequoia High School outreach for MathJam needs to be planned, documented and assessed
- Continue offering Math Jam and WordJam
- Build on the Jams to offer more opportunities for students to prepare for placement and engage with the campus

What have you accomplished for the 2013-2014?

- MATH JAM <http://www.canadacollege.edu/STEMcenter/mathjam.php>
- WORDJAM

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- 25% is complete of the 4-year plan

EMP 2.3 Improve connections with potential students by conducting an engaging well thought out orientation program, etc.

Work Team: Kim Lopez, Jeanne Stalker, Welcome Center staff, and Yolanda Valenzuela

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

- Add links under Assessment Preparation on the A-Z menu on the college website
- Encourage potential students to enroll in one of our Jams before they take their initial placements
- Provide reminder phone calls to each student registered for orientation/assessment prior to each session and stress the importance of assessment preparation
- Provide and explain individual assessment results to each student upon completion of each assessment and direct them accordingly to college programs and services available (ongoing)
- Orientations <http://canadacollege.edu/orientation/index.php>

What have you accomplished for the 2013-2014?

- Added Khan Academy and virtual math lab links
- Met with College Recruiter to ensure that Campus Ambassadors are promoting the importance of Assessment Preparation and referring potential students to the appropriate sites/links
- Review and give printed individualized assessment results plus a Math, English or ESL course sequence guide to each student following their assessment
- After student places into basic skills level Math, English or ESL, we refer them to Math Jam or Word Jam registration
- Follow up: Orientation/Assessment staff will connect with each student and document individualized details, provide support and referral to appropriate programs/services

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- 25% is complete of the 4-year plan

<https://www.khanacademy.org/>

<http://www.wtamu.edu/academic/anns/mps/math/mathlab/>

Cb. Review and Revise Placement and Placement Exams--Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English.

Work Team: SEC, Dean of PRIE, Dean of Counseling, and Anniqua Rana, BSC Michael Hoffman

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14:

- Attending training about alternative placement
- Studying, planning, building structure/relationship with high schools

2014-15:

- Continuing planning, building structure/relationship with high schools
- Establishing CalPass to exchange data with high schools
- Examining methodology: analyze how well transcript data predicts the first English & math courses students take and how well they do in them (replicating Long Beach Community College's study)

2015-16:

- Conversation with math and English faculty and deans on our study based on Long Beach study
- Using the results from our study to create a pilot high school transcripts alternative placement

2016-17:

- Implement the alternative placement and study its effectiveness

What have you accomplished for the 2013-2014?

- SAT Score is to be used for admission only. The CCC State Chancellor's Office does not allow community colleges to use the SAT for placement. Although some community colleges do use it for placement, it is not the practice for Canada College.
- Summer High School Transcript-based Placement Institute (June 26, 2013) Cañada College had good participation from our college staff and faculty but no participation from our local high schools in this Institute. There isn't a plan for another institute at this point in time. Cañada is now working with the AB 86 Career Pathways initiative to reach out to our county high schools regarding using HS transcripts for placement. The entire District is involved with this

Initiative.

- Attended a presentation by John Hetts, Director of Institutional Research, at Long Beach City College regarding their alternate placement process using high school transcripts. This is just one component of the Long Beach Promise. (March 7, 2014).
- Through the District-wide effort on the AB 86 Career Pathways proposal, the VPSS and Dean of Counseling are meeting with high school representatives throughout the county to discuss strategies related to College and Career Readiness – the high school transcript initiative is one of these strategies.
- Continue studying various alternative placement literature review and strategies.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

25% of the 4-year plan accomplishment.

Evidence:

- Summer High School Transcript-based Placement Institute.
- Email outlining the AB 86 College and Career Readiness Initiative
- Presentation of Long Beach City College—Alternate Placement Process.

3. PROGRAM OF STUDY (DIRECTED AND NURTURED)

EMP 2.4 Identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

Work Team: BSC Nadya Sigona, Dean of Humanities, Anniqua Rana, and Cathy Lipe SEC
Method:

Responsible Party and Work Group: David Johnson, Cathy Lipe, Nadya Sigona.

Identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-15, 2016-17?

2013-14:

- Julie Wilson (Word Jam Coordinator) and Danni Redding-Lapuz (Math Jam Coordinator) will continue to collaborate with regard to offering a “packaged Jam experience” for students interested in augmenting their basic English and math skills.
- Word Jam will continue its outreach efforts to target ESL students so as to encourage and increase their participation in the program.
- The English department will continue to offer integrated English/Reading courses to shorten the pathway to transfer-level English. The integrated English 827 (7 units) is shorter than the traditional English/Reading 826 pathway (9 units). The second-level integrated English 847 (5 units) is also shorter than the traditional English/Reading 836 pathway (8 units).
- Will hire new English faculty member with strong background in teaching reading and developmental English.
- Counseling:
 - For 2013-14, counselors will work with each student to develop Student Educational Plans. The SEP will create roadmaps that lead to a complete student educational goal, for example a certificate, degree or a transfer plan. If the student is undecided about their career goal, the plan should include a career course that would help the student explore different careers and majors. It will also include a short-term academic goal like the Preparation for Scholarship and Success Certificate (PASS), The Pathways to Student Success Certificate or a pathway to a different program, for example the College for Working Adult (CWA) Curriculum. Counselors will continue conducting SEP campaigns that emphasize the importance of creating SEPs

and provide incentives to the students who already have a current SEP on file each semester.

- ESL Retention Specialist identified and contacted 50 former ESL students who are eligible for the PASS Certificate and told them how to complete the petition and contact the Basic Skills Counselor to have their petitions approved for 2013-2014 Commencement.

2014-15:

- The Office of Instruction, the Instructional Deans, and the Counseling Department will continue to develop a strategic enrollment plan whereby first semester students are directed to address their math and English basic skills needs immediately.
- Will work more closely with faculty to ensure that the Word Jam curriculum aligns with the student learning outcomes in the basic skills English courses. Math Jam program faculty conducted its own study with this goal in mind in 2013 (see below).
- Will expand the number of local high schools we visit to increase Word/Math Jam participation.
- Will evaluate the data to determine the full impact that incorporating the integrated English/Reading courses have had on student persistence and success.
- Will evaluate the effectiveness of the Word Jam and continue the evaluation of the effectiveness of the Math Jam.
- Student Equity Committee will work with Office of Instruction and the Counseling Department to develop a learning community to support student success, primarily at the basic skills and early transfer level.

2015-2016:

- Conduct a comprehensive review of Word Jam and implement appropriate policies and provisions resulting from that assessment.

2016-17:

- “Scale up” Word Jam so that it will be comparable in scope, faculty and student participation, and effectiveness as Math Jam and Physics Jam.

What have you accomplished for the 2013-14 academic year?

- Added additional sections of integrated English/Reading at both the levels in response to student demand.
- Secured college approval to hire a new English faculty member with strong background in developmental English and basic skills.
- Completed hiring justification for an ESL faculty position.

- Math Jam was honored by Excelencia in Education as America's top program for increasing achievement for Latino students at the community college level.
- Math Jam program faculty met to review program elements including the pre and post tests which would be administered to the participants. Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College.
- Created an evening Word Jam program to better accommodate the schedules of ESL students.
- Improved the participation and retention rate (over the past three sessions of Word Jam, students who have attended 3 days or more has gone from 22 to 32, to a high of 40 in this last session).
- Word/Math Jam faculty and students met with Dr. Brice W. Harris, Chancellor of the California Community, to share the accomplishments of the respective programs.
- Conducted ESL Tutor Training <http://canadacollege.edu/esl/facultyresources.php>
- Held Basic Skills Retreat to keep faculty apprised of local and statewide initiatives regarding student success.
- Counseling:
 - o For 2014-15, we should have created clear steps and milestones towards their end goal for 2017. Faculty, staff and administrative personnel should familiarize themselves with the students' roadmaps and the programs that support the roadmaps. An example of a program that supports student roadmaps is the A to B Program. The counseling department should continue working with students individually.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have accomplished 25% of the 4-year plan.

- Student Equity Committee has identified model programs and best practices and is now poised to initiate a new learning community.
- Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College.
https://www.canadacollege.edu/prie/pdfs/CALSTEP_Brief3.pdf
- The Associate's to Bachelor's Degree Program (A2B) has developed a Scholar Program, which places students in major-based cohorts (psychology or early

childhood development) and provides them with case management, counseling, and faculty/peer mentoring. <http://www.canadacollege.edu/a2b/scholarprogram.php>

- Word Jam has received increased funding for expansion.
- Word Jam questionnaire administered to students and we will continue to evaluate data to make program improvements.
- Based on what the Basic Skills Counselor has accomplished so far and the pathways we have already established, I would say that we have progressed between 25% to 50% of the way to the end goal in 2017.
- Counseling:
 - For 2015-16, faculty staff and administration should enforce the steps and milestones created in 2014-15. During this time the staff and administration should continue creating an organizational culture where all efforts are coordinated so the student receives the same message and goals from all college programs and departments. The counseling department should continue working with students individually.
 - The goal for 2016-17 is that all students receive identification of a clear pathway to accomplish their objectives and that all college programs and departments have coordinated efforts towards the student's objectives so that the students are focused and guided in the same direction at all times.
- Will evaluate the data to determine the full impact that incorporating the integrated English/Reading courses have had on student persistence and success.” This is great. Can you also add “will evaluate the effectiveness of the Word Jam and continuing the evaluation of the effectiveness of the Math Jam

4. STUDENT SUCCESS PATHWAY (FOCUSED AND NURTURED)

EMP 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.

Work Team: Trish Guevara, Margie Carrington and Lilia Chavez

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The college is just beginning to work on a financial literacy plan now that we have a dedicated space in 9-123. The 100% FAFSA initiative is promoted in the Steps to Success (Step 2 is apply for financial aid following Step 1 apply to attend) and data in our annual program plan includes a Service Area Outcome for increasing FAFSA applications.

The financial literacy campaign might begin running in summer after working on a short term plan for spring and a longer term sustainable plan that are both in the conversation and initial development stage.

What have you accomplished for the 2013-2014?

Initial discussions have been held.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

10% has been completed of the 4-year plan.

EMP 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

Work Team: Nadya Sigona, Diana Espinoza, Sandra Mendez, Melissa Alforja and Lizette Bricker

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

The goal for 2016-17 is to improve progress through intentional counseling and other services that will help basic skills students accomplish their academic goals. See the notes from EMP progress for more details.

For 2013-14, Basic Skills counselor is conducting 30 presentations in classrooms per semester to basic skills courses. During these 15-20-minute presentations, the counselor presents school resources and provides information about the counseling department. In addition, the counselor brings a counseling appointment sheet where students can book an appointment at the moment to increase the number of students that connect with a counselor and create SEPs.

Also, we have an Early Alert Program where the counselor works together with the Basic Skills professors who send a notification when a student is not performing satisfactorily. The counselor contacts those students who are not doing well academically to connect with them and provide an intervention.

For 2014-16, counselors, faculty, staff and special staff from other programs should collaborate to provide resources in the classrooms.

What have you accomplished for the 2013-2014?

For 2013-14, the Basic Skills counselor is conducting about 30 presentations in classrooms per semester to basic skills courses. Also, we have an Early Alert Program where the Basic Skills Counselor worked together with the Basic Skills professors who send a notification when a student is not performing satisfactorily. The Basic Skills Counselor contacted those students who are not doing well academically to connect with them and provide an intervention.

Pro-Active Counseling for ESL Students

- [Counselor](#)
- [Coordinator and Retention Specialist](#)

In addition to visiting every ESL class on and off campus to welcome ESL students to the College and provide information about the Retention Specialist services for students, the ESL Retention Specialist identified and contacted 50 former ESL students who are eligible for the PASS Certificate and told them how to complete the petition and contact the Basic Skills Counselor to have their petitions approved for 2013-2014 Commencement.

TRiO Intentional Counseling

TRiO has undergone many changes in staffing this last academic year. Once the former project director left to pursue other opportunities and with a 5% reduced budget, key personnel positions were changed. As a cost savings measure, the project director position and adjunct counseling position were merged into a full time Faculty Coordinator position. A newly created position was implemented as Program Services Coordinator (PSC) in which this position supported 50%TRiO, 30% BTO and 20% VROC program services as well as overseeing the Financial Literacy workshops.

Despite the reduction in counseling services and a reduced 5% budget for the 2013-2014 school, TRiO continues to strive to provide comprehensive services to our students.

- TRiO Points- Requiring 5 TRiO contacts every semester
- Financial Literacy Offerings to meet the 6 Higher Education Opportunity Act (HEOA) Financial Literacy Mandates
- Women's and Men's Discussion Groups to Address the College Experience
- Other Services to Guide Students:
- Workshops related to Student Success- Math Anxiety, Personal Statement, and Preparing for Tutoring Workshops

Details on TRiO: <https://app.box.com/s/r17dj7qogf5t5ptzu7ah>

SPRING EVENTS TRiO <https://app.box.com/s/jgf0x34lrmlt0vfyjvou>

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

We have currently progressed 25% of the 4-year plan.

SEP Ca. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges.

Work Team: David Clay, Anniqua Rana, SEC, BSC Denise Hum, Elizabeth Terzakis, and Salumeh Eslamieh

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

1. Gather data on both Accelerated English courses and traditional English course sequence, including that of success, retention, student and instructor feedback.
2. Analyze the effectiveness of accelerated English courses compared to the traditional course sequence
3. Discuss course sequences within English department and among other faculty/staff, including English faculty at sister colleges.
4. Determine next steps for Accelerated English course sequence and/or traditional English course sequence.

What have you accomplished for the 2013-2014?

In 2013-2014, we have offered the accelerated English courses for the second time. Our offering patterns have not been consistent thus far. Some courses are offered as part of a learning community with Career 401, Career 407, or History 245.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

So far, we have only offered the courses for 4 semesters. Our next step is to analyze the emerging data and determine the effectiveness of the accelerated English course program.

5. MONITORING AND INTERVENTIONS (VALUED AND NURTURED)

EMP 2.8 creating opportunities for faculty-student and student-student (peer) mentorships.

Work Team: Trish, Yolanda Valenzuela, Chris Woo, Carol Rhodes, and Cathy Lipe

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Puente Proposal

2013-2014 (BTO)

- recruit, hire, and train peer mentors
- need Business and ESL mentors
- mentors must also be knowledgeable about AB540 and undocumented communities' experiences
- orient all new and continuing mentees
- mentors and mentees must identify and complete an academic and personal SMART goal for Spring 2014
- First Generation Professional Mixer
- collect data on program participants' persistence, academic achievement, student success, and retention rates

2014-2015 (BTO)

- identify a database that will help track the persistence, student success, and retention rates of mentoring participants
- increase participation in Beating the Odds' SAFE Sequoia program to 15 high school participants
- recruit, hire, and train new peer mentors to sustain 15 peer mentors and 140 mentees
- increase academic counseling hours
- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities

2015-2016 (BTO)

- Summer 2015 – Offer a Peer Mentoring/Counseling academic course that new peer mentors need to take by their first semester in Beating the Odds
- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities
- increase retention rates and persistence rates of first generation college students to 80%

2016-2017 (BTO)

- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities

What have you accomplished for the 2013-2014?

Training on Puente Programs at Equity meeting Fall 2013
Learning Communities

Beating the Odds Peer Mentorship Program has been supporting first generation college students since its implementation in 2011 and is currently on its 3rd year. The mission of the program is to support first generation college students and to increase their persistence and retention rates by creating a supportive and safe community. The program initially started with 10 peer mentors of diverse backgrounds including experience and academic achievements to support the success 100 mentees. Currently, we have 12 BTO peer mentor positions with the capacity to work with 110 mentees. We have 3 additional BTO peer mentor positions open – 1 ECE, 2 PSYCH.

Peer Mentor Staffing

In 2013-2014, the focus of the program is to build structural support for the peer mentors and improve the administrative processes of outreach, student records, and pairing mentors with mentees.

In 2013, BTO has strengthened its partnership with STEM by hiring 2 BTO/STEM peer

mentors. These peer mentors serve as liaisons between STEM, BTO, and the general student population. As a part of their duties, they also attend STEM retention meetings to strategize ways to continue supporting STEM and first generation college students. We continue to partner with STEM by having offered a transfer success tour to UC Davis in Fall 2013. In Spring 2014, BTO mentees will be selected to participate in STEM related field trips to Cal Poly San Luis Obispo.

In 2014, BTO has built a new partnership with the Associates to Bachelors (A2B) program to support A2B's psychology and early childhood education cohorts and BTO's psychology and ece mentees by opening 2 A2B/BTO ECE Peer Mentor positions and 2 A2B/BTO/Psych Peer Mentor Positions.

By adding new peer mentors, we have been able to increase the number of mentees accepted into the program. Mentees and mentors are paired based on majors, common interests, and schedule. To remain active in the program, mentees must participate in the program for the full academic program, meet with their peer mentor 3 times a semester, meet with the academic counselor 2 times a semester, and attend one BTO-approved workshop.

Most of the BTO Peer Mentors are bilingual and bicultural which is necessary when working with such a diverse student population. Two of the current BTO Peer Mentors were former ESL students and ESL tutors for the Learning Center. Currently, BTO peer mentors are majoring in:

- 1 Art Therapy
- 1 Business Accounting
- 1 Business Administration
- 1 Computer Science
- 2 Early Childhood Education
- 1 Electrical Engineering
- 2 Environmental Science
- 1 Environmental Engineering
- 1 Mechanical Engineering
- 1 Sociology

BTO has also extended its services to Sequoia HS's SAFE Afterschool program. Two peer mentors provide tutoring services every Tuesday. They will soon be assisting hs students to concurrently enroll in CRER 137 – Life and Career Planning course that will be offered in Summer 2014.

Peer Mentor Training

BTO Peer Mentors are trained to be knowledgeable about mentoring pedagogy, various campus resources, academic deadlines and processes, and financial aid, financial literacy, and currently serves a total of 120 first generation college students and AB540 or undocumented students to increase their retention and persistence rates.

Here are some of the trainings completed by the mentors in 2013-2014:

Aug. 2013 – Innovative Educators – Undocumented Students: Policy Changes

Aug. 2013 – Peer Mentoring Pedagogy & Social Justice

Sept. 2013 – Kognito Trainings – At-Risk, LGBTQA, and Veteran Students

Jan. 2014 - AB540 & Undocumented Student Experience by Educators for Fair Consideration

Feb. 2014 – Financial Aid Resources

Below are student success workshops (open to all students) offered by BTO, facilitated by BTO peer mentors and staff:

Oct. 2013 – Transferring to a 4-year institution –co-facilitated by Transfer Center

Feb. 12, 2014 - Personal Statement Workshop

Mar. 20, 2014 – 4 in 1 Workshop – Information about ESL, A2B, International Students, and DREAMers Task Force

Apr. 24, 2014 – 1st Generation Professionals Mixer (tentative)

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

Based on the 5 goals outlined for the semester, we are nearly complete with 1 out of the 5. As of Spring 2014, we have completed hiring two Business Peer Mentors, one of which is a former ESL student. All of the mentors continue to receive training and updated information about resources for AB540 and undocumented students. While we are nearly 17% complete with this goal, we are still working towards making progress on our other 4 goals.

5.2 ESL students will successfully move into academic and vocational classes at a higher rate than before 2010.

Responsible Party and Work Group: Anniqua Rana, Kay O'Neill, Chialin Hsieh

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

1. 2013-14: ESL faculty discuss with PRIE on methods of analyzing ESL students' success comparing before 2010 and after 2010 (due to the recent changes in the ESL curriculum)
2. 2014-15: PRIE shares with ESL faculty (possibly including vocational class faculty?) on the results of the analysis and possible reasons for the results.

Fall 2014

- Continue discussion and planning around ESL and academic and vocational Learning Communities
- Provide Professional Development for faculty teaching in Learning Communities and SLAMMERS

Spring 2015

- Offer more Learning Communities for ESL students
3. 2015-16: ESL faculty and vocational class faculty discuss on how to improve transition for ESL students.
 4. 2016-16: Develop strategies for the transition for ESL students.

What have you accomplished for the 2013-2014?

The conversation on methods of analyzing ESL students' success started in spring 2014, and will continue accomplishing this task. Data reflecting student course-taking patterns similar to information listed here:

http://www.canadacollege.edu/inside/research/research_learning/ESL.pdf

ESL provided the following professional development for faculty teaching in Learning Communities.

Tutor Training for CBET Jan 18, 2014

- [Agenda](#) and [Powerpoint](#)

Learning Communities Retreat, May 9, 2014

<http://new.canadacollege.edu/basicskillscommittee/activities.php>

Data on ESL 400 and Library 100 Learning Community from spring 2012

ECE, CBOT, and ESL Collaboration

Math Collaborations and Pathways:

- <http://canadacollege.edu/inside/CIETL/Focusedinquiry.html>
- <http://canadacollege.edu/academics/esl/ESL%20Pathways%202012.pdf>

Office of Planning, Research & Student Success requests

List data requests for the Office of Planning, Research & Student Success.

Data reflecting student course-taking patterns similar to information listed here:

http://www.canadacollege.edu/inside/research/research_learning/ESL.pdf

Explain how the requests will serve the Department/Program/Division/College needs.

The Department has made comprehensive changes based on the data above and follow-up assessment of the changes would help identify success levels.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- We have accomplished 25% of the 4-year plan

6. ENGAGING IN COURSES AND EXPERIENCES TO DEEPEN LEARNING (ENGAGED AND NURTURED)

SEP 4.1c. Contextualize basic skills curriculum for career relevance when possible.

Work Team: David Clay, Anniqua Rana, Anne Nichols, Bob Haick, and Nadya Sigona, SEC, BSC

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Learning Communities

- Increase basic skills training for non-basic skills faculty
 - Continue Reading Apprenticeship ([Math ESL faculty in 2012](#))
- More JAMS-[Math JAM](#)/[Word JAM](#) and Social sciences Jam?
- Increase Learning Communities
 - Learning community/support program for target student populations
 - Puente: Puente Proposal
 - Black Students
 - Institutionalizing Learning Communities?
 - Acceleration/pathway (ie. History/English)
- Increase opportunities for peer-mentorship, tutoring and supplemental instruction
- Department FINs: Math FIN Project-Pedagogy in Math
 - Look at other creative and very different ways of teaching.
- Faculty leaders push toward culture of collaboration and inquiry
 - long-term, campus-wide prof. development. events/initiatives
 - “Faculty-Success” center
- Assess programs (Accelerated English, ESL, basic skills sequences)

What have you accomplished for the 2013-2014?

- <http://new.canadacollege.edu/basicskillscommittee/activities.php>
- Learning Communities Retreat, May 9, 2014
- Learning Communities Planning Retreat May 2013
- Class visits to discuss career opportunities

ESL

- ESL Department offers several events every semester to enhance the college experience for both our on-campus and off-campus ESL students: CBET and Off-Campus ESL ID Event brings all the off-campus ESL students to campus to pay fees, get college IDs, meet counselors and have college orientations, and take campus tours. This year we are including visits to ESL on-campus classes as well.

- The ESL Department works with the Library and Learning Center to schedule orientations every semester which help familiarize ESL students with the facilities and resources available to them on campus, including WebSmart, WebAccess, and my.smccd.
- Additionally, the ESL Department regularly schedules in-class visits by college counselors to introduce themselves to the students face-to-face, invite them to schedule appointments with the counseling team, and encourage them to work with the counselors to create their own individual SEPs.
- In the Fall semesters, the Transfer Discipline Parade gives all ESL students an overview of all the CTE and Transfer Programs at the College.

Library

- The library provides research help for students which includes instruction on how to find, access, evaluate, and use information.

Field Trips/Hands-on Experiences

- Field trips and hands on learning experiences have been developed across disciplines within the Social Sciences.

Tutoring

- Tutoring is provided to students in the Learning Resources Center. The tutors make connections and engage the students in the campus.

Recognition Events

- In the Spring semesters, the ESL Recognition Event promotes retention, success, persistence and completion by recognizing student achievement of meaningful momentum points with awards, English for the Workforce (EFW) and Academic Command of English (ACE) and a College Certificate of Achievement, Preparation for Academic Scholarship and Success (PASS).

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- We have accomplished 25% of the 4-year plan