

Santiago Canyon College Academic Senate

8045 East Chapman
Orange, CA 92869

(714) 628-4831
FAX (714) 532-2055

SENATORS

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Salcido, Andrew 2015

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Resolution F2013.4

Acceptance of the 2012-2013 Basic Skills Allocation End-of-Year Report

Moved: Professor Deeley

Seconded: Professor Shekarabi

Whereas, The Santiago Canyon College Basic Skills Task Force must submit a Basic Skills Allocation End-of-Year Report to the state per Title V grant requirements; and

Whereas, The Basic Skills Task Force has performed its due diligence by creating the 2013-2014 Basic Skills Allocation End-of-Year Report;

Resolved, That the Academic Senate of Santiago Canyon College accept the 2013-2014 Basic Skills Allocation End-of-Year Report.

Date Presented: 13 September 2013

Date Approved: **1 October 2013**

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

How is SCC assessing how it uses BSI funds and how these funds are related to the college's EMP?

It is the responsibility of the SCC Basic Skills Task Force to propose, discuss, and evaluate the effectiveness of basic skills programs and projects. However, this Task Force works closely with and reports to the Student Success Committee and the Academic Senate. We also welcome proposals from any discipline's faculty or dean. Spending of BSI dollars is only performed after a formal project proposal and request for funds has been vetted by Task Force members. The document must include a description of the planned activity, the target outcome and desired impact, and a clear deliverable explaining how the activity's impact will be measured. To measure the effectiveness of the Writing Center and Math Study Hall (MaSH), for example, we review overall success rates in developmental math and English courses at the end of each semester and look at whether students are persisting into the next course level. To assess the impact of our CROSSroads freshman bridge program, we compare the number of incoming students who place into college-level math and English with and without our intervention. If we are seeking to boost the number of students who complete the basic skills sequence and succeed in transfer-level courses, then we must assess the accomplishments of our BSI-funded programs by monitoring and increasing the success rates of basic skills students.

In addition to the consistent checking of our achievements with student success numbers, we seek to directly align our activities with the goals and objectives stated in the college's Educational Master Plan. Our EMP is intended to guide institutional and program development, so it must complement departments' planning portfolios (DPPs) and Program Reviews. For example, SCC's EMP commits to "improving student success with comprehensive instructional programs," such as exemplary Math and Writing Centers and to increasing the services that address the needs of specific students, including those requiring "additional basic skills instruction." In the same way, both the math and English DPPs describe plans to expand the services of our centers in order to improve success rates among basic skills students. Furthermore, our EMP charges us to "develop instructional strategies to meet the increasing demand for basic skills instruction" by promoting a student-centered learning environment. Likewise, our BSI Task Force, committed to offering a comprehensive approach to assisting basic skills students, invests primarily in activities that effectively move these students down a clear pathway--from their high school senior year (with our bridging programs), to orientation and counseling (with our Early Welcome mandatory basic skills advisement), to the correct level of math, English, and ESL coursework (with our attempts to improve and validate placement testing procedures), to easily accessible and effective support services (with our expanding student centers), and, ultimately, to success.

What are the problems SCC is still facing in the area of Basic Skills? What are the obstacles that you need assistance with from 3CSN and the Chancellor's Office?

Our primary obstacle is continuing to move the needle toward higher success rates in the sequence of courses from basic skills to transfer-level. Typical of colleges nationally, SCC struggles most with improving math scores. That is why we are trying diligently to reach these students with new bridging

programs from high school to college math—and with special summer workshops to help prepare them for their first math course at SCC.

Another ongoing obstacle involves the push to get students to complete their basic skills work early. We encourage students to fulfill BSI requirements during their first two semesters at SCC with strong recommendations and guidance from counselors during our Early Welcome program and during discussions of their educational plans. Although such early basic skills coursework is not mandatory, it is evident that SCC students who attempt to take introductory psychology, history, or political science classes before they have been instructed in freshman composition struggle with the assigned writing and reading. According to the Santiago Canyon College Basic Skills Proficiency Report from July 2011, of the students who test into a basic skills math or English course and are advised by a counselor to enroll in it immediately, only 66% choose to do so. SCC is currently hiring a new counselor, and one of the screening questions asked of each applicant is, “In advising basic skills students, how would you effectively guide them into foundations courses during their first semesters?”

To assist our efforts in overcoming these types of challenges, 3CSN has been instrumental in introducing and developing new teaching strategies and best practices for members of our basic skills faculty. Every semester, the BSI coordinator attends the various 3CSN workshops which address innovative techniques—such as Habits of Mind, Reading Apprenticeship, and Acceleration-- that promote success among basic skills students. Then, in the semester that follows, the coordinator presents various flex activities to relay these practices to members of the Basic Skills Task Force, the Student Success Committee, the Academic Senate, and the faculty campus-wide. It would be tremendously valuable to our faculty and students if 3CSN would continue to offer these events and perhaps more often. Furthermore, the Chancellor’s Office has been an asset in our BSI planning and implementation due to the support offered through the regional training sessions and the webinars. In the past, we have faced challenges in constructing the report because we were unclear of the expectations or the extent of details required; however, having access to the state basic skills coordinator as well as to the regional coordinators has greatly assisted our endeavors. Finally, because the Chancellor’s Office urges us to scale up our activities and institutionalize our programs, perhaps 3CSN can assist colleges in strategizing how to work toward institutionalization, how to transition from the use of categorical to general funds to solidify our college’s commitment to basic skills instruction.

What is your action plan for research to evaluate programs and if or how your BSI funds have helped?

We will continue to monitor our success rates in the math and English courses just below transfer as well as the completion rates for our Continuing Ed students. Our latest BSI program, CROSSroads, is so new that we are just beginning to strategize for research collection. CROSSroads students, those coming from local high schools to attend preparatory workshops to optimize their placement into college-level math and English courses, will be tracked for their success in the sequence leading to transfer. The Family Orientation Night that we host for high school seniors and their parents ends with a survey which helps inform us of what we did well at the event and what more we can do to welcome and prepare our incoming students. We use that survey to evaluate and adjust our program. In addition, our CRAAM students, those participating in workshops to get them ready for Intermediate Algebra, will be tracked to measure their success rates. We will also break down our data to determine

how students who take part in any of our basic skills interventions compare with students who do not. In particular, we will look to see if students who use the services of the Math Study Hall while enrolled in Math 080, the class preceding transfer-level, are more likely to pass that course the first time and to then enroll immediately in the next course. Finally, in order to determine if our efforts with our feeder high schools are effective, we will be consulting with the counselors at SCC's annual High School Counselors' Breakfast and maintaining contact with them throughout the year, anticipating that a strong alliance will assist in shaping and enhancing our basic skills programs.

[3] Data Analysis

Was SCC's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did we determine, answer, and measure the success?

Santiago Canyon College's basic skills program has been more successful in the last two years than in the two years prior, even though several of the programs and interventions we have put into place for increasing success among basic skills students were begun four years ago: specialized Writing Center curriculum linked to our developmental English courses; Math Study Hall (MaSH) tutoring and guidance available as supplemental instruction for basic skills classes; mandatory orientation for incoming freshman needing remediation; and assistance/tutoring for Adult Basic Education (ABE) and High School Subjects (HSS) students. We have a balanced mixture of these veteran programs--which we continue to adapt and refine--as well as some new programs, such as our Family Night for high school seniors and our bridge program known as CROSSroads, all joining efforts to promote student success. Our Basic Skills committee has clarified its purpose in the last two years by focusing on these few key tasks and signature programs that have or will soon become integral to the institution's mission and overall effectiveness. With the refining and adjusting of our current practices and the development of new ones, we are witnessing improvements in our success rates. Area experts are working in leadership positions in these ventures; the core members on our BSI Task Force are representatives from the disciplines covered by our programs—faculty from math, English, continuing ed, counseling, reading, and ESL. These members work individually with their departments but also collectively as a committee to help basic skills students move down the path to transfer or certification. We measure our success based on our increasing success rates in the developmental courses most served by our basic skills programs.

Basic Skills English Courses

Prior to 2008, SCC did not have a fully operational Writing Center. Students used the center's services voluntarily, on an as-needed basis. Attendance was poor, valuable services were not being sought, so we designed new curriculum to maximize the center's availability and influence, especially with respect to success among our basic skills students. Since 2008, due in part to support from the Basic Skills Initiative, the Writing Center model was reconfigured to require that all SCC students enrolled in our two major developmental courses—English N60 (two levels below transfer) and English 061 (one level below transfer)—attend an additional 50 minutes each week in the Writing Center where they receive

supplemental instruction and work on a uniform curriculum that re-emphasizes key concepts covered in their basic skills classes.

Using the Basic Skills Cohort Tracker Tool, we have compared success rates in our two courses, N60 and 061, from Fall 2009-Fall 2012. The fall semester is when we offer the most sections of our developmental courses, due to the demand of the incoming freshmen. What is especially encouraging about these numbers is that they are steadily and consistently increasing. In our 2011-12 BSI State Report, our action plan notes that we will measure the success of our Writing Center based on whether or not we achieve a 2% increase in the successful completion rates of our English 061 students this year versus last. We have done so, raising our number from 75% to 77.4%. Likewise, in English N60, there have been strong increases, most notably this past fall when our success rate jumped 13.2%. We also observed that fewer students are enrolling in English N60, declining an average of 13 students every fall. We attribute some of that decline to better preparedness occurring at our high schools.

Success Rates in English 061 (one-level below transfer) Fall 2009-Fall 2012

Fall 2009	Fall 2010	Fall 2011	Fall 2012
195/320 60.9%	195/263 74.1%	242/322 75%	227/293 77.4%

Success Rates in English N60 (two-levels below transfer) Fall 2009-Fall 2012

Fall 2009	Fall 2010	Fall 2011	Fall 2012
85/126 67.4%	67/102 65.6%	68/98 69.3%	71/86 82.5%

Interestingly, the statewide course success rate in basic skills is currently 63%; however, when we average the success rates of our two developmental English courses for Fall 2012, SCC's rate is just under 80%.

We further analyzed the data to determine how well students are completing the English 061 in the fall and then immediately deciding to enroll in the transfer-level course (English 101) the following spring. Of those students, we identified how many passed English 101. That percentage of students should be increasing if our Writing Center intervention is effective and given the stalwart commitment of our counselors to direct students into the next English and math course in the sequence--without delay.

Because basic skills students are less likely to continue through the sequence of courses if they exit for even a semester, English faculty, Writing Center staff, and SCC counselors emphasize the importance of persisting.

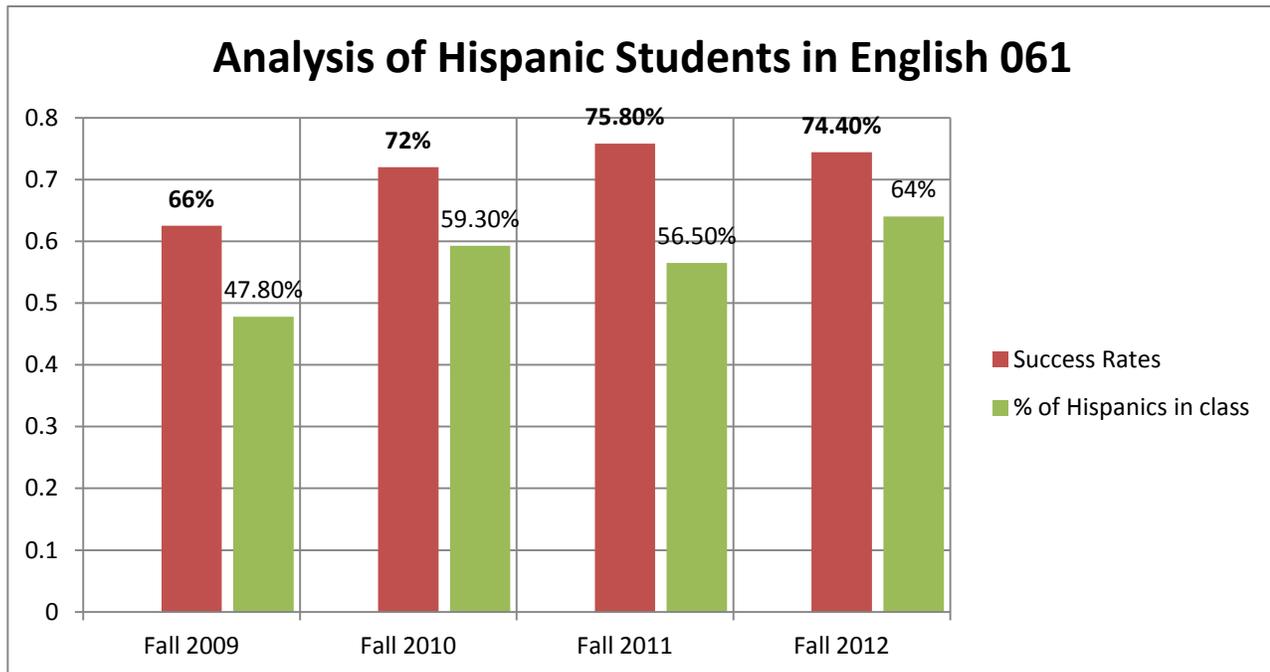
Across the Sequence from English 061 through English 101 in Two Semesters

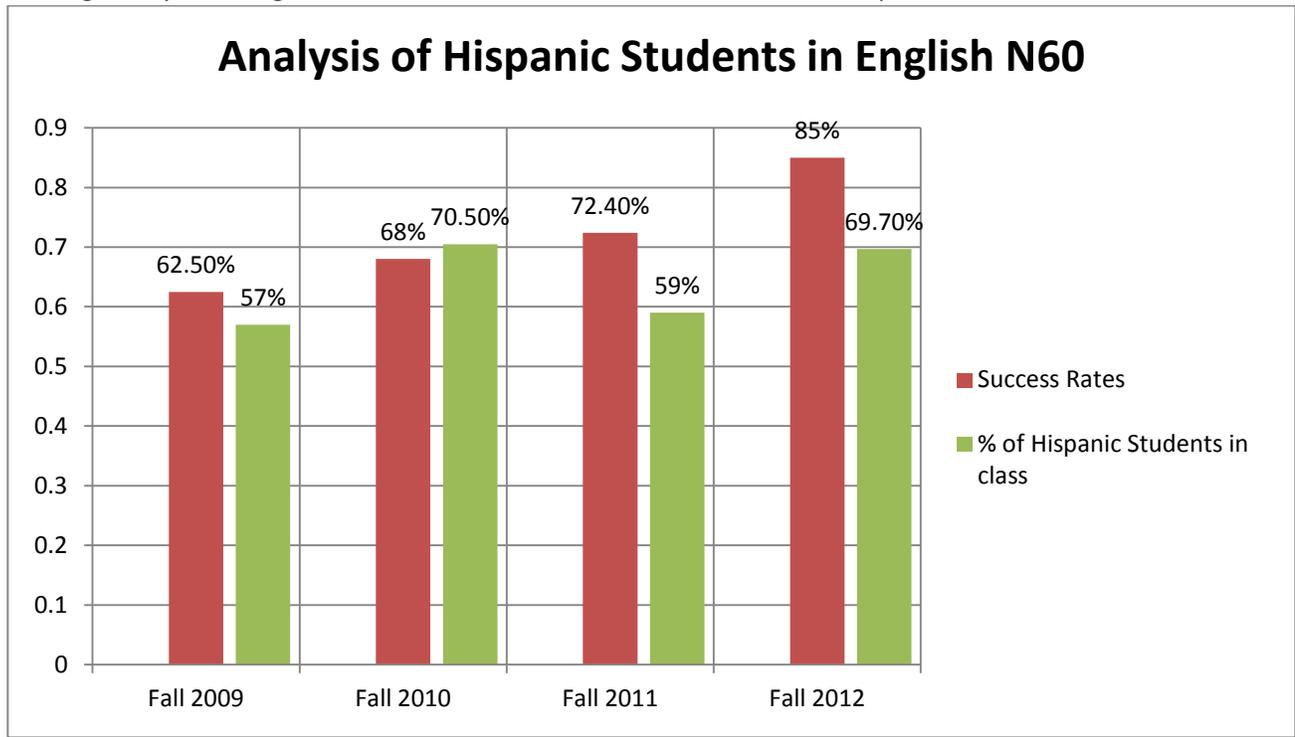
F2009-Sp 2010	F2010-Sp2011	F2011-Sp 2012	F2012-Sp 2013
83/320 = 25.9%	92/262 = 34.9%	121/322 = 37.6%	136/293 = 46.4%

Indeed, our success rates are moving in the right direction, and we are confident that the continued added support from the required Writing Center curriculum is a contributory cause.

Disaggregating the English Data Based on Ethnicity

After considering the success rates of all students, we wanted to explore the success of one specific group. According to Santiago Canyon College’s Annual Report for 2012-13, SCC has a growing population of Hispanic students, now representing 41% of our population and surpassing Caucasian students by 2%. Given those large numbers, we want to be certain that we are serving these students and fostering their academic success. In order to test our effectiveness in our two basic skills courses (English N60 and 061), we analyzed the success rates of our Latino students from Fall 2009 to Fall 2012 as well as the percentage of these students within the classroom. Complementing the annual report’s findings, our own data affirm that the number of Hispanics is increasing, up 16.2% from 2009. More importantly, the success rates have risen 8.4% in the last three years.





Our New Signature Programs

Other clear examples of our success with our basic skills endeavors in English are our new Family Night and the CROSSroads program—two ways we are better connecting to our local high school students.

One of SCC's planned activities from both last year's and this year's BSI report reads as follows:

*Strengthen pathways into transfer-level math and English courses for incoming freshmen with expanded counseling, mandatory orientation, placement advisement, and **bridging programs that avoid the need for remediation.***

Indeed, we implemented our first Family Orientation Night last November, when 170 local high school seniors and their parents came to SCC to learn of our testing and registration processes along with our bridge program (CROSSroads), our core curriculum, and our campus services.

Our next Family Night is already slotted for November 13, 2013, and we have begun to work with our Outreach Department to disseminate brochures and flyers to our local high school counselors. CROSSroads (**C**ollege **R**eadiness **O**ptimizes **S**tudent **S**uccess) for English invites high school seniors who will begin SCC in the fall to attend a series of four free workshops to help prepare them for placement into college-level composition. At the conclusion of the four workshops, they complete a writing sample read by English faculty, and their results place them into the sequence of English courses. This past spring we completed our first round of the CROSSroads program and were encouraged by the promising results.

Summary of CROSSroads Results for English

- 53 students registered for the English workshops
- 41 students attended at least three of the four workshops
- 35 students completed the writing sample placement test
- 26 students were recommended for English 101 based on their writing samples
- 9 students were recommended for English 061 (one level below transfer)
- 0 students were placed below English 061

Of the students who participated in at least 75% of the workshops and completed the writing sample, 74% tested as college-ready and placed into English 101 (26 out of 41). This number is 6.3% higher than the students taking our standard college placement test, with no CROSSroads intervention. Although this was a small sample of students, we were especially pleased that none of the CROSSroads students will have to complete more than a semester of basic skills instruction, and we do hope to substantially increase student participation next spring.

Overall Conclusions Regarding Our Progress in Basic Skills English

Given these promising numbers, we will move forward with our existing Writing Center operations and with the bridge programs connected to our feeder high schools—all to assist our developmental students, whatever their ethnicity or skill level. We will continue to use our success rates to help direct our decisions and to refine any components of our projects that need improvement. As our follow-up research for CROSSroads, we will track the 35 CROSSroads students and look at their success rates in English after their first semester (Fall 2013) to gauge the accuracy of our placement.

Basic Skills Math Courses

Approximately 30% of new SCC students arrive prepared to succeed in college-level math. The majority of our students (60%) begin two or three levels below a transfer-level or gatekeeper course. The course that poses the greatest obstacle to students entering their first college math class is the one directly below it: Math 080, Intermediate Algebra. BSI dollars have been used to support the campus Math Study Hall (MaSH) by funding a coordinator, tutors, and instructional assistants. However, during the first few semesters of the math center, it was a walk-in, as-needed service, and students were not taking full advantage its services. As of last year, when new curriculum was approved, struggling students are now more strongly encouraged to enroll in the Math 080 lab. Students may sign up for this 0.2 pass/no pass lab and receive at least 9 hours of individual and/or group instruction in MaSH designed to review, enhance and/or advance the students' mathematical skills based on their individual need in intermediate algebra. With this extra assistance as a contributory factor, success rates are on the rise. The following data come from Rancho Santiago Community College District research pertaining to our Title V application and follow-up reporting.

Spring 2008-Spring 2010 Math 080 Success Rates (5 semesters)

Table 1

Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
47%	40%	44%	40%	35%

The average success rate over this five semester period is 41.2% with a total of 3,318 students in the cohort.

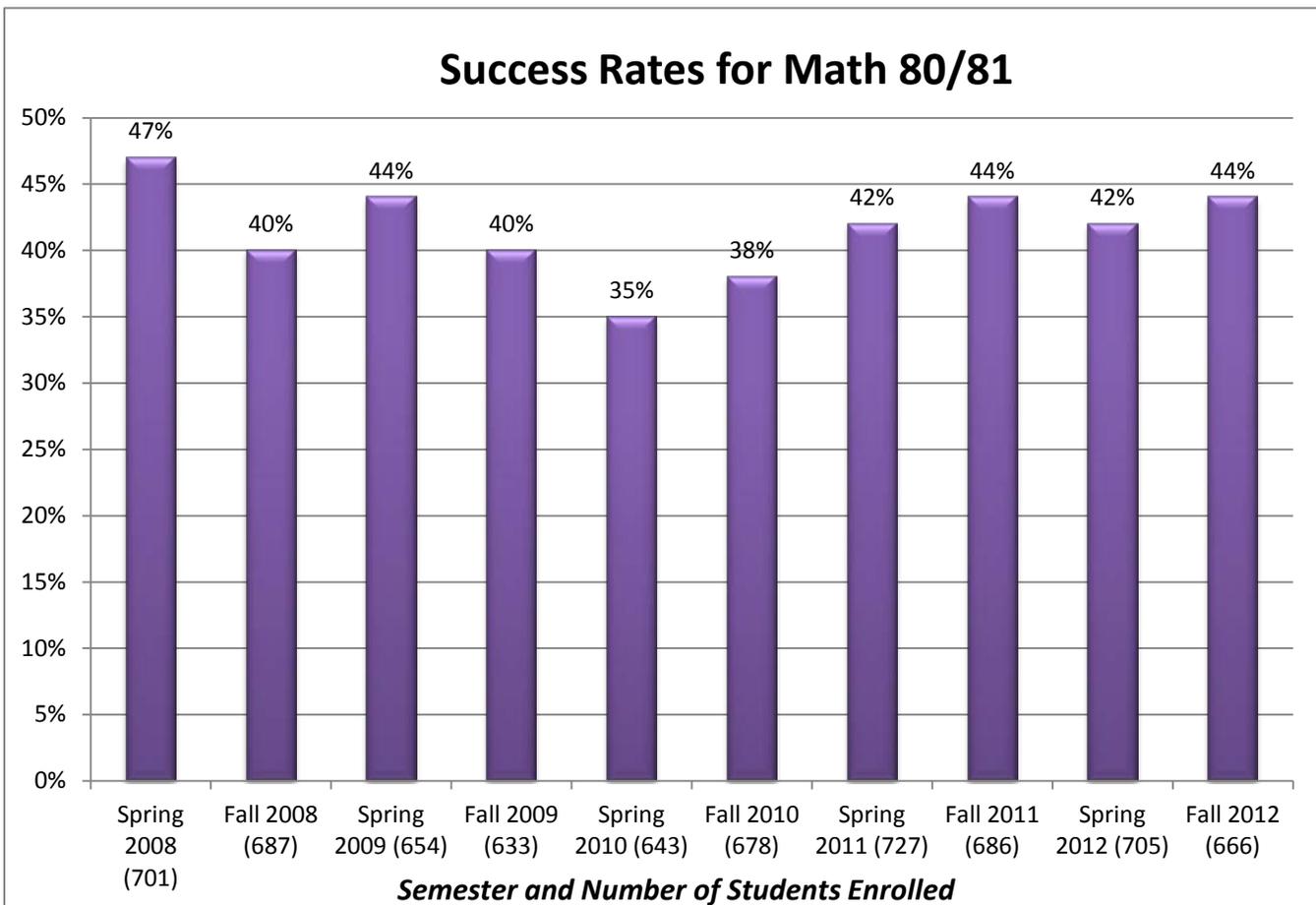
Fall 2010-Fall 2012 Math 080 Success Rates (5 semesters)

Table 2

Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
38%	42%	44%	42%	44%

The average success rate over this five semester period is 42% with a total of 3,462 students in the cohort.

Table 3



Disaggregating the Math Data Based on Ethnicity

2012 FALL MATH-081**Table 4**

ETHNICITY	Number at time of CENSUS	Students Receiving a GRADE	Students Receiving a Passing GRADE	SUCCESS RATE for Graded Students	OVERALL SUCCESS RATE	RETENTION RATE
ASIAN	27	21	12	57%	44%	78%
BLACK	5	5	3	60%	60%	100%
FILIPINO	5	3	3	100%	60%	60%
HISPANIC	234	174	91	52%	39%	74%
NATIVE	3	2	1	50%	33%	67%
OTHER	4	4	2	50%	50%	100%
WHITE	247	185	114	61.6%	46%	75%
DECLINED	47	30	21	70%	45%	64%
TOTAL:	572	424	247	58%	43%	74%

2013 SPRING MATH-080**Table 5**

ETHNICITY	Number at time of CENSUS	Students Receiving a GRADE	Students Receiving a Passing GRADE	SUCCESS Rate for Graded Students	OVERALL SUCCESS RATE	RETENTION RATE
ASIAN	28	21	17	81%	61%	75%
BLACK	6	4	2	50%	33%	67%
FILIPINO	14	9	5	83%	36%	64%
HISPANIC	331	236	130	55%	39%	71%
NATIVE	3	2	2	100%	67%	67%
OTHER	5	4	4	100%	80%	80%
WHITE	299	224	159	71%	53%	75%
DECLINED	61	44	29	66%	48%	72%
TOTAL:	747	544	348	64%	47%	73%

2012FALL MATH-081 Without DLA**Table 6**

ETHNICITY	CENSUS	GRADED	SUCCESS	SUCCESS RATE	RETENTION RATE
ASIAN	17	13	7	41%	76%
BLACK	1	1	1	100%	100%
FILIPINO	4	2	2	50%	50%
HISPANIC	107	73	35	33%	68%
NATIVE	2	1	0	0%	50%
OTHER	2	2	0	0%	100%
WHITE	143	95	58	41%	66%
DECLINED	25	12	8	32%	48%
TOTAL:	301	199	111	37%	66%

2012FALL MATH-081 With DLA**Table 7**

ETHNICITY	CENSUS	GRADED	SUCCESS	SUCCESS RATE	RETENTION RATE
ASIAN	10	8	5	50%	80%
BLACK	4	4	2	50%	100%
FILIPINO	1	1	1	100%	100%
HISPANIC	127	101	56	44%	80%
NATIVE	1	1	1	100%	100%
OTHER	2	2	2	100%	100%
WHITE	104	90	56	54%	87%
DECLINED	22	18	13	59%	82%
TOTAL:	271	225	136	50%	83%

Summary of CROSSroads Results for Math

CROSSroads (College Readiness Optimizes Student Success) for math invites high school seniors who will attend SCC in the fall to complete a series of online modules that will help prepare them for placement into college-level math. After completing the modules, students will take a test created by the math faculty, and their results will place them into the sequence of mathematics courses. This past spring we wrapped up our first round of the CROSSroads program and were encouraged by the promising results.

- 67 students registered for the math program
- 43 students practiced with the online modules in the program
- 36 students completed the diagnostic test prepared by the math department
- 23 students who took the diagnostic were recommended for a college-level math course (Math 140 or Math 150)
- 13 students were recommended for Math 080 (one level below transfer)
- 0 students were placed below Math 080

Of the students who worked through the math modules and took the CROSSroads diagnostic exam, 64% tested as college-ready and placed into Math 140/150 (23 out of 36). This number is 30% higher than the students who took the college placement test with no CROSSroads intervention. Although this was a small sample of students, we were especially pleased that none of the CROSSroads math students will have to complete more than a semester of basic skills instruction, and we do hope to substantially increase student participation next spring.

Overall Conclusions Regarding Our Progress in Basic Skills Math

We are encouraged by increased success rates over the last two years in our Math 080 courses, even if slight, because the trend is moving upward. In the 2008-2010 cohort, success declined by 12% whereas in the recent 2010-2012 sequence, rates have moved up 6% (**Tables 1 & 2**). Although the overall averages differ by less than 1%, the needle has been moving in the right direction over the last

two years; in fact, the measurable outcome on our 2012-2013 BSI Action Plan identifies a 1% higher successful completion rate for Math 080 students as the indicator of our activity's effectiveness. We are just about there. The strengthening of the MaSH in its accessibility and versatility for Intermediate Algebra students is likely a contributory cause for this promising data.

Table 3 demonstrates that our success rates have fluctuated slightly over the last four years. However, as our BSI efforts in MaSH have stabilized and instructional support has expanded, we are seeing maintained success rates 7% to 9% higher (42%, 44%) than Spring 2010 (35%).

As for whether we are meeting the needs of our Hispanic students, based on our most recent data (**Tables 4 & 5**), our Intermediate Algebra class is providing a success pathway for our Hispanic population. In Fall 2012, these students comprised 41% of the classes (234/572), had a 39% overall success rate including students at the time of census (91/234), and a 52% success rate for those who earned a grade (91/174). That number was just slightly lower than the success rate of the general Math 080 population—62% (156 /250). Our most recent data (**Table 5**) indicate not only an increase in the number of Hispanic students (44% of the class) from fall to spring, but also a higher success rate for these students, 55%. Again, while this does not equal the rates of some other underrepresented students or of whites, the results do demonstrate that even with more Latino students being served, more are succeeding. It is encouraging that the retention rate for Hispanics matches the retention rates of all students. More promising are the numbers in **Tables 6 & 7** which reveal how much better Hispanic students (indeed, all students) perform in Intermediate Algebra when they complete Directed Learning Activities in MaSH and receive assistance and feedback on their progress from Instructional Assistants: success rates and retention rates increase over 10%. With Title V and Basic Skills funding, MaSH is contributing to student success.

We further conclude that programs like CROSSroads should be championed and expanded. To that end, this year, we will introduce a complementary activity to CROSSroads called **CRAAM** (College Readiness is **All About Math**) which will be offered to all high school seniors who test into Math 080 and would like to get extra practice and preparation for success in this course when they begin college in the fall. Again, we are focusing much of our attention on this level because it is where most students initially place and have the greatest difficulty passing—especially on their first attempt.

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills*Due October 10, 2013*College Name: SANTIAGO CANYON COLLEGE

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Writing Center, will result in a 2% annual increase in student success rates for the English course one level below transfer.	\$53,379
B	The supplemental instructional delivery models in the campus Math Study Hall (MaSH) will result in a 1% annual increase in student success rates for the math course one level below transfer.	\$53,379
C	The strengthened educational pathways for basic skills students in both the credit and non-credit areas-- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring--will result in a 1% annual reduction of incoming credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring .	\$78,000

Juan Vazquez, Chief Executive Officer_____
Date_____
Corinna Evett, Academic Senate President_____
Date_____
Chief Instructional Officer, Aracely Mora_____
Date_____
Chief Student Services Officer, John Hernandez_____
Date

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013

College Name: **SANTIAGO CANYON COLLEGE**

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to This Activity
Continue support for the coordination and operation of the college’s Writing Center as it provides supplemental curriculum required for basic skills English courses	A	June 2014	Writing Center Coordinator and staff English Department faculty	Percentage of English 061 students attending the Writing Center as a mandatory complement to their class will be 2% higher than the successful completion rate for English 061 students in 2012-2014.	\$50,000
Continue support for the coordination and operation of the college’s Math Study Hall (MaSH) as it provides supplemental curriculum for basic skills math courses	B	June 2014	MaSH Coordinator Math Department faculty	Percentage of Math 80 students attending the MaSH as a complement to their class will be 1% higher than the successful completion rate for Math 80 students in 2012-2014. Math 80 instructors will assign and encourage struggling students to complete Directed Learning Activities and review their answers with MaSH tutors or assistants.	\$50,000
Strengthen pathways into transfer-level math and	C	June 2014	Counseling faculty	<ul style="list-style-type: none"> Continuation of <i>SCC Family Orientation Night</i> where local high 	\$61,758

<p>English courses for incoming freshmen with expanded counseling, mandatory orientation, placement advisement, and bridging programs that avoid the need for remediation</p>			<p>CROSSroads faculty, CRAAM faculty, including English and math instructors</p>	<p>school seniors and their parents are invited to learn of our testing and registration processes along with remediation avoidance strategies, our core curriculum, and our campus support services.</p> <ul style="list-style-type: none"> • Expansion of the SCC CROSSroads program (<i>College Readiness Optimizes Student Success</i>) which offers a series of free brush up English and math workshops to incoming freshmen prior to their placement tests as well as extra opportunities to pass the placement tests and thereby avoid remediation—all resulting in a 1% reduction of students placing into basic skills math and English. • Continuation of Early decision (Early Welcome) orientation and advisement into first semester foundations courses, including reading, English, math, and counseling. • Development of CRAAM program (<i>College Readiness is All About Math</i>), a series of summer workshops, to help prepare new SCC students to pass Math 080 and then move directly into the college-level mathematics course. 	
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				<ul style="list-style-type: none"> • Creation of Campus Workshops offered in MaSH throughout the fall and spring semesters to allow students to brush up on key math concepts, essential to reaching and completing a transfer-level math class. 	
<p>Support staff development for full-time and adjunct faculty in basic skills courses, particularly math and English, as a means to strengthen delivery methods in the Writing Center and the Math Study Hall (MaSH)</p>	<p>A and B</p>	<p>June 2014</p>	<p>English Faculty and Math Faculty, full-time and adjunct</p>	<ul style="list-style-type: none"> • A representative from math and English will attend the National OnCourse convention. • Math and English professors will attend conferences emphasizing best practices in basic skills courses, such as Reading Apprenticeship, Acceleration, Habits of Mind, and Contextualization. • Each fall and spring flex week, math and English faculty who have participated in these conferences will offer workshops for SCC basic skills instructors to help them develop strategies for improving student involvement and success; at least 50% of math and English full-time and adjunct faculty will take part in these flex events each year. • Basic skills instructors will document and report on how well these strategies are working in their classrooms by 	<p>\$5,000</p>

				<p>completing a Basic Skills Task Force-developed questionnaire at the end of each semester—one that asks which strategies were used, what results they produced, how the lessons might be improved with future uses, and what qualitative responses they got from students.</p>	
<p>Continue to offer tutoring to Adult Basic Education (ABE) and High School Subjects (HSS) students in Continuing Education</p>	C	June 2014	<p>ABE/HSS Coordinator, ABE/HSS Faculty, Division Dean</p>	<p>Percentage of ABE/Continuing Education students receiving tutoring in 2012-2014 will be 1% higher than the successful completion rates of Continuing Education students who are not receiving tutoring.</p>	\$18,000

Juan Vazquez, Chief Executive Officer

 Date

Corinna Evett, Academic Senate President

 Date

Chief Instructional Officer, Aracely Mora

 Date

Chief Student Services Officer, John Hernandez

 Date

**[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2013**

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

College Name: SANTIAGO CANYON COLLEGE

2013-2014 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
Dr. Aracely Mora	Vice President	Mora_aracely@sccollege.edu
Melody Vaught	BSI Facilitator, Budget	Vaught_melody@sccollege.edu
Maureen Roe	BSI Facilitator, Programs	Roe_maureen@sccollege.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	\$110,758
B. Student Assessment	\$2,000
C. Advisement and Counseling Services	\$20,000
D. Supplemental Instruction and Tutoring	\$47,000
E. Coordination and Research	\$0
F. Professional Development	\$5,000
TOTAL	\$184,758

Juan Vazquez, Chief Executive Officer

Date

Corinna Evett, Academic Senate President

Date