Basic Skills Summit Report

A Basic Skills Initiative Project
Spring 2011

Report prepared by Kelly Underwood, Project Coordinator

“Whatever the struggle, continue to climb. It may be only one step to the summit.” - Diane Westlake
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Purpose and Organization

This Basic Skills Summit held on April 8th, 2011 fulfilled Allan Hancock’s College’s commitment to meet all of the projects defined in its five-year Basic Skills Initiative plan. Allan Hancock College included a Basic Skills Summit in its five-year plan into to create a professional development opportunity that would mirror the Transfer Summit of 2004 and address similar concerns and planning strategies pertaining to the needs of Basic Skills students.

The initial Summit proposal (See Appendix B) delineated the purpose and organization of the Summit in the following statement:

Basic skills departments and services will gather to discuss methods to increase student success and retention in basic skills courses. The Summit will address “success factors,” review best practices, and develop a proposal for improving success.

Instead of recruiting department chairs or senior faculty to facilitate small group discussion during the Summit (as was done for the Transfer Summit), new and part-time faculty will facilitate. This addresses the BSI drive for greater inclusion of new and adjunct faculty in BSI projects.

Prior to the Summit, facilitators will gather student outcomes data, “interview” their departments to determine agenda items, and prepare student “cases” and delineate “success factors” for review and discussion. The Summit coordinator will collect, format, and bind the facilitators’ findings for distribution at the event.

The coordinator will also compile the data, cases, best practices, and proposed implementation strategies into a formal Summary Report.

As not all disciplines have part-time faculty available for such a detailed and time-consuming project, those disciplines were facilitated by full-time faculty (Counseling and Learning Assistance Program specifically).

Each facilitator was responsible for developing a needs assessment and applicable strategies for their discipline area. In order to develop a complete picture of each need, the facilitators were tasked with gathering input from their disciplines in each of these areas (see Appendix E):

1. Need
2. Strategy/strategies to address the need
3. Data that support the need/strategies
4. Best Practices at other community colleges that support the efficacy of the proposed strategy/strategies
5. Institutional learning outcomes, Strategic Planning goals, accreditation standards, and/or Basic Skills Initiative strategies addressed by the proposed activity
6. Timeline
7. Cost of the strategy or strategies

The detailed assessments that follow in this report contain, in varying degrees, this information. Timeline is not included as the facilitators and their departments felt that all timelines were contingent on the District’s budget.
Each discipline was limited to presenting five (5) needs at the Summit in order to force the faculty and staff in those disciplines to narrow their focus to those needs for which they were able to develop strategies and to focus the discussion during the five hours of the Summit. However, as not all disciplines developed five needs others “horsetraded” to increase their maximum.

At the Summit, the participants were presented with full needs assessments by discipline (contained in their entirety in this report), a summary of those assessments (titled “Basic Skills Summit: Needs by Discipline”), and a compilation of the assessments by category or type of need (titled “Basic Skills Summit: Needs by Type”).

Instead of focusing on individual discipline needs, the participants looked for similar needs or patterns of need across disciplines in order to develop a prioritized list of proposed activities to address basic skills student success across the basic skills disciplines and inclusive of support services.

**Objectives and Best Practices Addressed**

**Objective of the Summit:**

Participants in the summit will establish discipline needs, address success factors, review applicable data and best practices, and develop a proposal for improving success for all Basic Skills students.

**Basic Skills Initiative Best Practices Met:**

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.3. Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

**Allan Hancock College Strategic Plan Objectives Addressed or Met:**

Objective 2.1.5: To define and assess outcomes that support student learning in administrative service units.

Objective 2.2.3: To define and improve student success.

Objective 2.2.4: To increase the advancement rate of students underprepared for collegiate level work.

Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

Objective 3.1.3: To provide employees with high quality professional development opportunities to enhance the teaching, learning, and service outcomes of our work.
# Needs by Discipline

## Basic Skills Summit: Needs by Discipline

<table>
<thead>
<tr>
<th>Success Factor</th>
<th>Need</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1. Extend the service hours of the Math Center</td>
<td>1) Faculty member to work with IA to open and close center 2) Hire a full-time classified lab assistant</td>
</tr>
<tr>
<td></td>
<td>2. Outreach to basic skills students to address math anxiety</td>
<td>1) Integrate study skills materials into math courses 2) &quot;study skills book&quot; 3) Reinstall Math 312 4) Address math anxiety in PD 101 and LS 101 5) Deliver math workshops</td>
</tr>
<tr>
<td></td>
<td>3. Provide more computers to assist in basic skills learning</td>
<td>1) More desktop computers in Math Center and classrooms 2) Purchase laptops 3) Work with Grants office to find funding for technology</td>
</tr>
<tr>
<td></td>
<td>4. More student facilitators in the classroom</td>
<td>1) Hire facilitators for Math 511, 513, 514, 531, 313</td>
</tr>
<tr>
<td></td>
<td>5. Divide the current Math Center into two parts: develop Math Center and Transfer</td>
<td>1) Use Mesa for transfer - requires hiring full-time classified lab assistant 2) Divide current center into two halves</td>
</tr>
<tr>
<td>Learning Assistance</td>
<td>1. Provide adequate student access to Learning Disabilities (LD) Assessment</td>
<td>1) Partner with stakeholders to fund 2) Network with colleagues at other CCS</td>
</tr>
<tr>
<td></td>
<td>2. Assure equitable access to appropriate, comprehensive and reliable Learning Assistance Program services in the distance mode</td>
<td>1) Establish a taskforce 2) Identify funding for technological and human resources</td>
</tr>
<tr>
<td></td>
<td>3. Provide flexible access to short, intensive training in basic academic survival skills [for students]</td>
<td>1) Offer short (.5 unit) courses 2) Expand tutorial services 3) Establish &quot;open access lab&quot; for academic success</td>
</tr>
<tr>
<td></td>
<td>4. Ensure campus-wide student access to adaptive technology</td>
<td>1) Collaboration between Learning Assistance Adaptive Tech Specialist and IT department to license and install core adaptive programs on all lab computers</td>
</tr>
<tr>
<td></td>
<td>5. Ensure equal access in classrooms through application of principles of universal design</td>
<td>1) Adjustable work stations 2) Improve access for wheelchairs 3) Install FM system technology in lecture facilities</td>
</tr>
<tr>
<td></td>
<td>6. Provide technologically underprepared students with access to intensive technology training modules needed for academic access and success</td>
<td>1) Offer short (.5 unit) courses in basic technology skills 2) Expand tutorial services to include rotating access to small group basic tech 3) Provide individualized training in basic tech</td>
</tr>
<tr>
<td>English</td>
<td>1. Coordination of Developmental Programs</td>
<td>1) Assign/reassign Developmental coordinator(s)</td>
</tr>
<tr>
<td>2. Expand support services for English Basic skills students</td>
<td>2) Extend Writing Center current hours + necessary staffing 2) Open Writing Center for summer 3) Create and incorporate an Online Learning Center</td>
<td></td>
</tr>
<tr>
<td>3. Create an English co-requisite movement on campus with transfer-level classes</td>
<td>3) Tie Basic Skills Engl. To PD 100 or 101 via coreq 2) Offer and encourage co-req BS Engl. to Reading</td>
<td></td>
</tr>
<tr>
<td>4. Update Basic Skills English classroom technology</td>
<td>4) BS Engl. Classroom are lacking in updated technology 2) Purchase necessary equipment</td>
<td></td>
</tr>
<tr>
<td>5. Learning Assistance integrated support and testing for day and evening students</td>
<td>5) Increase staffing in LAP 2) Implement online Learning Center that includes LAP component</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>1. Address lack of students/enrollment; establish outreach to community</td>
<td>1) Hire a part-time outreach specialist 2) Success Stories - Have successful ESL students give presentations to encourage noncredit to credit matriculation</td>
</tr>
<tr>
<td>2. Teach Training to address a growing number of diverse learners (LD students, native/near native speakers with low reading/writing abilities, limited world views)</td>
<td>2) Professional Development 2) Locate good resources on topics 2) Intercambio program</td>
<td></td>
</tr>
<tr>
<td>Noncredit</td>
<td>1. Provide ESL students with opportunities to experience Interactive Technology</td>
<td>1) Use CAN in Language Lab when other courses are not scheduled.</td>
</tr>
<tr>
<td>2. Full-Time ESL Resource instructor</td>
<td>2) Hiring. Duties would include: instructor training, curriculum development, new ideas in pedagogy, application of technology, resources and supplemental materials development</td>
<td></td>
</tr>
<tr>
<td>3. Reading supplements for ESL students</td>
<td>3) Provide reading packets</td>
<td></td>
</tr>
<tr>
<td>4. A coordinated Spanish media and print outreach campaign</td>
<td>4) Classified hiring</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>1. Two full-time bilingual counselors assigned to Basic Skills</td>
<td>1) Specifically trained counselors designated to Basic Skills</td>
</tr>
<tr>
<td>2. Expand student access to support services with proven track record for increasing student retention and success</td>
<td>2) Explore opportunities for integration of existing peer mentorship programs that currently exist in silos</td>
<td></td>
</tr>
<tr>
<td>3. Provide more Personal Development classes and link with Devel Eng and Math courses</td>
<td>3) Offer 8 week PD 110 for Basic Skills students 2) Link PD 101 and PD 100 classes to Math 511 and Engl. 511. Offer in Spanish.</td>
<td></td>
</tr>
<tr>
<td>4. Make AHC New Student Orientation mandatory for Basic Skills students</td>
<td>4) Work collaboratively with Testing Center to identify students</td>
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## Needs by Type

### Basic Skills Summit: Needs by Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Need</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Students with Learning/physical</td>
<td>Provide adequate student access to Learning Disabilities (LD) Assessment</td>
<td>LAP</td>
</tr>
<tr>
<td></td>
<td>Learning Assistance (DSPS) integrated support and testing for day &amp; evening students</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Ensure equal access in classrooms through application of principles of universal design</td>
<td>LAP</td>
</tr>
<tr>
<td></td>
<td>Teacher training to address a growing number of diverse learners (including LD students)</td>
<td>ESL</td>
</tr>
<tr>
<td>Technology</td>
<td>Provide more computers to assist in basic skills learning (i.e., Aleks)</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Ensure campus-wide student access to adaptive technology</td>
<td>LAP</td>
</tr>
<tr>
<td></td>
<td>Provide ESL students with opportunities to experience Interactive Technology</td>
<td>Noncredit</td>
</tr>
<tr>
<td></td>
<td>Update English classroom technology</td>
<td>English</td>
</tr>
<tr>
<td>DL</td>
<td>Assure equitable access to appropriate, comprehensive and reliable Learning Assistance Program services in the distance mode</td>
<td>LAP</td>
</tr>
<tr>
<td>Support Services/ Labs</td>
<td>Divide the Math Center into two parts: Math Center and Transfer Math Center</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Extend the service hours of the Math Center</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Expand support services for English Basic Skills students (including Writing Center)</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Expand student access to support services with proven track record for increasing student retention and success</td>
<td>Counseling</td>
</tr>
<tr>
<td>Staffing</td>
<td>Coordination of Developmental programs (hire/reassign)</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>More student facilitators in the classroom</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Two bilingual Counselors (full-time)</td>
<td>Counseling</td>
</tr>
<tr>
<td><strong>Outreach/Orientation</strong></td>
<td>ESL Resource Instructor (full-time)</td>
<td>Noncredit</td>
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</tr>
<tr>
<td></td>
<td>Address lack of students/enrollment; establish outreach to community</td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td>Make AHC Orientation mandatory for Basic Skills students</td>
<td>Counseling</td>
</tr>
<tr>
<td></td>
<td>Outreach - Spanish media and print campaigns</td>
<td>Noncredit</td>
</tr>
<tr>
<td><strong>Curriculum/Classroom Materials</strong></td>
<td>Address math anxiety (course materials, Math 312, Math workshops)</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Reading Supplements for ESL students</td>
<td>Noncredit</td>
</tr>
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<td></td>
<td>Create English co-req movement on campus (BS tied to PD 100 or 101)</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Provide more Personal Development classes and link with Devel. Math and Engl.</td>
<td>Counseling</td>
</tr>
<tr>
<td></td>
<td>Provide technologically underprepared students with access to intensive technology training modules</td>
<td>LAP</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Teacher training to address a growing number of diverse learners (including LD students)</td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td><strong>DUPLICATE NEED</strong></td>
<td></td>
</tr>
</tbody>
</table>
Summary of Findings

Nearly forty (40) administrators, faculty and staff met to review the needs assessment and strategies presented by the basic skills disciplines (Counseling, Learning Assistance, Math, English, ESL, and Noncredit). After six hours of vigorous review and debate, the group narrowed down their needs/strategies to the top ten (10) most urgent to address basic skills student success and retention. These “top ten” represent broader, shared needs (in most cases) as themes began to appear in the needs assessments across disciplines. Participants then ranked those ten using a web-based survey (See Appendix F). Twenty-five of the forty Summit participants completed the survey. Those results follow:

1. Restore and expand learning disability assessment and services.
2. Expand and ensure equitable student access to support services (including extended hours, summer availability, distance learning modality, etc.) These services include the Library, Math Center, Learning Assistance Program (especially in DL), the Writing Center, etc.
3. Mandatory START testing for all 1st time and returning students.
4. Mandatory student orientations (including faculty advisors and follow-up with Counseling).
5. Implement course advisories and/or requirements for eligibility.
6. (TIED)
   a. Professional Development for faculty to address needs of Basic Skills population.
   b. Address basic academic survival skills (including uses of technology) and anxiety via additional/enhanced Personal Development courses and learning communities/cohorts.
7. Developmental Program Coordinator (duties include bridging the gap between Credit/Noncredit and coordinating professional development activities for Basic Skills); Advisory committee will ensure faculty and administrator participation/buy-in.
8. Require a certification and ongoing training for faculty teaching Basic Skills (like AHC requires for teaching distance learning). *Negotiated item; requires bargaining.
9. More trained student per facilitators in Basic Skills classrooms.
Next Steps

Based on the Council’s and Committee’s Pathways to Decision Making structure, this report will be reviewed first by the Basic Skills Committee. That committee will make recommendations to the Student Learning Council.

It is the hope of the Summit participants that this report is a living document and that the will of the group to better the educational experience for basic skills students at Allan Hancock College continues with the momentum built at the Summit. In addition to the findings defined above, the participants also stated a wish for additional Summit-like, cross-discipline professional development activities. Many felt as though the conversation about basic skills student success and cross-discipline collaboration was only ignited at the Summit and there is much more to discuss. The need for greater collaboration (and resources – primarily time – to make that happen) cannot be overstated.
**Detailed Needs Assessments: Learning Assistance Program**

Compiled by: Margaret Tillery

**Need #1: Provide adequate student access to Learning Disabilities (LD) Assessment**

**Strategy:**

1.1 Partner with other internal and external stakeholders (i.e. academic departments, ASBG, Academic Senate, AHC Foundation, community agencies, service organization) to fund adequate staffing for LD assessment.

1.2 Examine use of funding sources such as CTE and Matriculation to assist with cost of LD assessment.

1.3 Network with colleagues at other community colleges to explore creative solutions to the common challenge of LD assessment staffing.

**Data:**

1.1 LAP / LD assessment administration and eligibility data from fall 2001 through spring 2011

- From fall 2001 through spring 2009 the Learning Assistance Program was staffed with two full-time LD Specialists and one full-time test technician. During that period the department tested 825 students, an average of 103 students per year. (LAP Annual Assessment Data)
- In the 2010/2011 academic year the LAP projects completion of a total of 20 LD assessment, reduction in student access of over 80%
- During this same period (2010-'11) SBCC projects 120 LD assessments and Cuesta projects 70 assessments. (LD Region 6 Committee Meeting Reports, March 2011)

1.2 State data on LD eligibility

1.3 2011 “LD Field Advisory White Paper”

- Although LD assessment is not a mandated service it plays a critical role in “supporting community college instruction and, most of all, student success.” Multiple data sources, including Management Information Systems (MIS), college Program Reviews, and individual campus research studies have documented that students receiving services for learning disabilities perform as well or better than their non-disabled peers on commonly used measures of student success.“For example, students assessed and served for LD have a persistence rate of 83% compared to a rate of 65% for the general student population.”
- State-wide the majority of students receiving LD services had their eligibility identified through a community college LD assessment. At Hancock, virtually all LD students qualify for that designation as a result of the LD assessment provided by the college.
- LD assessment is not only critical to classroom success it affords LD students access to reasonable accommodations on licensure and other standardized tests for employment
or advanced degrees. It also allows LD students access to accommodations at transfer institutions.

- A reduction in LD assessment, resulting in long wait-lists, results in a lack of services and accommodations until late in the semester and higher failure rates among disabled students.
- Because failure to assess for LD leads to higher failure rates it is inconsistent with the mission of community colleges which focuses on outreach to and inclusion of all populations and providing access to diverse student populations.
- The cost of private LD assessment ranges from $1500 to over $2500. Given the high expense of assessment, the lack of affordable access further disadvantages students with financial need and disproportionately advantages students who are financially privileged.

1.4 University of Georgia Review and Evaluation Study of California Community College Learning Disabilities Model. 2009

- “The majority of students transitioning from secondary schools to the CCC system will not have adequate documentation to allow them to access services or accommodations.”
- Almost three-fourths (73%) of the faculty responding the University of George survey agreed that the accommodations provided to students with LD in their classes were appropriate and a majority agreed that the accommodations effectively increased students academic performance.
- Over 80% of students report that the information they gained from LD assessment helped them to understand their learning style.

1.5 National Institute of Health data on occurrence of learning disabilities.

- The NIH reports that 15% or 1 in 7 Americans has some type of Learning Disability.

1.6 “California Community Colleges Learning Disabilities Eligibility Model Introduction and Overview” http://www.htctu.net/publications/dspsc/content/ldem/ldeligible.htm “...funds from categorical or restricted sources such as matriculation and VATEA may appropriately be spent on LD assessment.”

1.7 CCC/ DSPS Funding Model

DSPS funding is allocated using a formula that is weighted based on disability group. The weight for LD is 3.15 (the third highest of the nine disability categories) because of the recognition that it requires more in-depth service, including a comprehensive assessment. Learning disabilities are currently funded at $400. Reduction or elimination of LD assessment will result in a severe drop in DSPS funding.

Best Practices:
ILO/ Strategic Plan/ Accreditation/ BSI Strategies:

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

Need #2: Assure equitable access to appropriate, comprehensive and reliable Learning Assistance Program services in the distance mode

Strategy: 2.1 Establish a task force charged with needs assessment, implementation plan, timeline and projected budget for achieving compliance with accreditation standards related to DL access to all essential student services.

2.2 Identify funding for technological and human resources needed for implementation of a DL service compliance plan.

Data: 2.1 ACCJC Standards

II.B.1: “The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.”

II.B.3.a: “The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery mode.”

2.2 Allan Hancock College 2010 Accreditation Self Study Report Planning Agenda: “Increase technology and dedicate human resources for online student support services.” (pg. 143)

Best Practices: 2.1 Foothill College distance service model.

2.2 ACCJC Accreditation Standards II.B

2.3 ACCJC “Guide to Evaluating Distance Education and Correspondence Education” (pg.19)
ACCJC Accreditation Standards

Need #3: Provide flexible access to short intensive training in basic academic survival skills

Strategy:

3.1 Offer short (.5 unit) courses in fundamental academic strategies offered throughout the semester in a variety of formats.

3.2 Expand tutorial services to include rotating access to small group sessions on academic survival topics.

3.3 Establish an open access lab to provide individualized training in academic success strategies.

Data:

3.1 Student response patterns on Study Skills scale of LAP Learning Assessment Survey
   • Over 70% of students completing the Learning Assessment Survey as part of the application for LAP services achieve a score of 18 or higher on a 24 point scale of study skills proficiency. Scores of 15 or higher on any of the six survey scales are considered statistically significant.

3.2 Qualitative data gathered from decades of 1 to 1 Intake interviews with LAP student referrals.
   • LAP LD specialists report deficiencies in study skills as the most frequent and time consuming topic addressed during Intake interviews. This pattern is documented by specialists’ case notes and the frequency of referrals to the LAP Strategies Lab.

Best Practices:

3.1 Basic Skills Initiatives: DeAnza College DeAnza’s basic skills initiative includes one-to-one tutoring with learning strategy/content specialists for students at basic skills levels.

3.2 Dartmouth Academic Skills Center [http://www.dartmouth.edu/~acskills/success/study.html](http://www.dartmouth.edu/~acskills/success/study.html)

3.3 Chaffey College Success Center
   • Honored by Hewlett as one of three California community colleges that have made significant progress in basic skills education, the Success Centers host workshops, tutoring and supplemental instruction. [http://www1.chaffey.edu/success/index2.shtml](http://www1.chaffey.edu/success/index2.shtml)

ILO/Strategic Plan/ Accreditation/ BSI Strategy:

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.
Need#4: Ensure campus-wide student access to adaptive technology

Strategy: 4.1 Collaboration between Learning Assistance Adaptive Technology Specialist and IT department to license and install core adaptive programs as a part of the standard image in all student computer labs.

Data: 4.1 LAP inventory of campus access to video magnification

- Of seven high-use student resource centers on Hancock’s campus (ARC, Math Lab, CRC, ESL, Non-Credit, Testing Center, and LRC), only one, the LRC, provides access to magnification technology for visually impaired students.

4.2 “Distance Education: Access Guidelines for Students with Disabilities.” Chancellor’s Office of California Community Colleges
http://www.htctu.net/publications/guidelines/distance_ed/disted.htm

4.3 Kurzweil 3000, a commonly used screen reading software program, is an essential tool for both visually impaired students as well as student with learning disabilities that impact reading. Student access to this software would contribute to student success by facilitating accurate and efficient reading of textbooks, articles and other print material. This software should be available on all computers in student work areas.

Best Practices:

4.1 University of Washington Academic Accommodations Brochures and “DO-IT” web site.
http://www.washington.edu/doit/

4.2 California Community Colleges Guidelines for Alternative Media
http://www.htctu.net/publications/guidelines/altmedia/altmedia.htm

ILO/ Strategic Plan/ Accreditation/ BSI Strategies:

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations

Need#5: Ensure equal access in classrooms through application of principles of universal design

Strategy: 5.1 Conduct a comprehensive assessment of student access to most common elements of universal design and insure:

- Adjustable workstations for computer desks and general student work stations.
- Access in lecture and lab areas for students who use wheelchairs.
- Access to FM system technology in lecture facilities for students with limited hearing.
5.2 Through the appropriate college committee structures examine the integration of universal design principles into program review and course approval processes.

Data:

5.1 “Differentiated Instruction and Implications for UDL Implementation”
http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

5.2 “Universal Design in College Instruction” National Universal Design for Learning Taskforce
http://www.advocacyinstitute.org/UDL/HEOA.shtml

5.2 “The History and Philosophy of Universal Design”
http://accessproject.colostate.edu/udl/documents/philosophy.cfm

UDL in Higher Education

Students today arrive at the university with very different sets of skills, life experiences, abilities, and learning styles. For some, English is a second language. Others learn better through visual or kinesthetic representation of ideas rather than verbal lecture (Detweiler, 2005). Still others—more than 700 students at CSU—have some form of disability, either apparent or non-apparent.

According to the tenets Universal Design for Learning, this diversity can be addressed most effectively by providing alternative modalities for learning. According to Rose (2002), we must give students “a range of options for accessing, using, and engaging with learning materials.” Specifically, university instructors should:

- Present content to students in multiple ways and in a variety of formats
- Encourage students to engage with new ideas and information in multiple ways.
- Allow students to express themselves and their understanding of the material in multiple ways.

These three pedagogical principles (multiple means of content representation, student engagement, and student expression) are based in part on the work Tracey Hall (Hall, 2002), Senior Research Scientist at the National Center on Accessing the General Curriculum, and David Rose and Anne Meyer (2005 and 2002) of the Center for Applied Special Technology (CAST). Their early work focused on pedagogy at the K-12 level. However, many researchers (including Burgstahler, University of Washington; Silver, University of Massachusetts at Amherst; Madaus, Scott, and McGuire, University of Connecticut; Izzo, Ohio State University; and others) have found broad applicability of UDL principles to higher education.

Best Practices:

University of Washington Academic Accommodations Brochures and web site.
http://www.washington.edu/doit/

SF State Center for Teaching and Faculty Development http://ctfd.sfsu.edu/

Universal Design Handbook
ILO/ Strategic Plan/ Accreditation/ BSI Strategy:

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations

Need #6: Provide technologically underprepared students with access to intensive technology training modules needed for academic access and success.

Strategy:

6.1 Offer short (.5 unit) courses in basic technology skills such as use of student portal and accessing Blackboard offered throughout the semester in a variety of formats.

6.2 Expand tutorial services to include rotating access to small group sessions on basic technology topics.

6.3 Establish an open access lab, or expand staffing of existing labs, to provide individualized training in basic technology skills.

Data:

6.1 AHC Substantive Change Proposal for Distance Education

- The college proposal documents rapid growth in enrollment and continuing student demand for on-line classes.
- The college proposal identifies the need to improve student retention, success and persistence in the DL mode. Lack of technical proficiency is a common contributor to lower student success in distance classes.

6.2 Data on Help Desk request and use of Open Access Labs shows a steady increase in student use.

6.3 The increased use of Blackboard as a result of DL course growth as well as an enhancement to traditional instruction, increases the need for students to gain technology proficiency.

6.4 The introduction of Banner and the student portal makes student ability to access critical information in electronic modes even more essential to basic student success.

Best Practices: Technology competence as component of general education

The California Community College system recognizes computer competence as an essential skill in s comprehensive program of general education

ILO/ Strategic Plan/ Accreditation/ BSI Strategy:

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work
Detailed Needs Assessments: English as a Second Language

Compiled by: Grace NG

Need #1: Address lack of students/enrollment; establish outreach to community

**Strategies:**

**1.1** Hire a part-time outreach specialist

- outreach to the community
- coordination between non-credit and credit ESL

**1.2** Success Stories: Have successful ESL students (those who went through all levels) give presentations for non-credit ESL students.

**1.3** Advertise: radio

**Data (Outreach Specialist):**

**1.1** Overview of outreach specialist position in the ESL credit department.

- Rosa Olmedo was the credit and non-credit ESL full-time outreach specialist from 2001 (August) to 2003. Then she worked just as the non-credit specialist. When the program was restructured (2004), she took the non-credit coordinator position full-time (50% coordinating and 50% outreach). Non-credit ESL moved to Community Education. During her time as the credit and non-credit ESL outreach specialist, the ESL credit enrollment significantly increased and then continued to drop after the position was discontinued. The current ESL credit enrollment is about half what it was during the school years (2001-2004).

**1.2** Credit ESL Course Enrollment 1997-2011 – Enrollment was almost double its current count when the program employed an outreach specialist.

**1.3** 2008/09 Program Review (Highlights)

The program review states that the most likely causes for drop in ESL enrollment to include:

- No credit/noncredit outreach specialist position. “The credit ESL program had an outreach representative to provide registration and program information to the community in Spanish. However, when the ESL Coordinator position was reorganized and Rosa Olmedo became the ESL Coordinator, the credit/noncredit outreach specialist position was promised, but not replaced. Without a designated representative, the program cannot provide information and access to those most in need of ESL services and instruction in our community.”
• Lack of student services for students enrolled in the LVC led to reduction in ESL course offerings
• State and federal level: “...when fees increased in California Community Colleges, the program may have lost ESL students who feel the greatest economic impact when these decisions are made.”

1.4 Identified Resources Needed to Support the Program
• A bilingual credit ESL outreach representative
• Thorough bilingual registration information in the Schedule of Courses
• A designated phone number for those speaking Spanish who desire to learn about any campus program or service.
• Consistent bilingual advertising for the credit ESL program.

1.5 Program Review Trend Data: Student Outcomes
(2002/03 to 2007/08) 6 year average: 687 students with -40% change

1.6 Summary Validation Team Report
Some of the recommendations submitted:
• “Consider the viability of a credit program in Lompoc again. This could possibly be developed out of the noncredit program when an outreach person is available onsite”
• “Explore the possibility of funding an outreach person from the revenue that extra students would bring into the program, and/or seek funding for an outreach position from various outside sources such as grants or BSI funding”
• “Expand marketing efforts through an outreach person or smaller efforts through the public relations office with emphasis on where to go and who to contact”

1.7 ESL Subcommittee (2006-2007)
The following suggested activities were linked with needing a part-time credit ESL Outreach Specialist.

Objective 1: “Provide targeted outreach to potential credit ESL students on a continual basis.”
• “Provide outreach to local high school campuses on a continual basis. Provide individualized counseling and support services to increase the amount of English learners that take the ESL START test.”
• “Follow-up with potential students and students’ parents”
• “Attend monthly ELAC and DELAC parent meetings and provide information regarding credit ESL program, matriculation services, and outline timeline for completing necessary steps.”
• “Attend community events (e.g. Lompoc Cinco de Mayo, Strawberry Festival, etc.)”
Objective 2: “Improve/Expand on-campus student services to address student needs”

- “Provide a centralized evening point of contact/support staff on-campus for potential ESL credit students.”

Another suggested activity for outreach to potential credit ESL students.

- “Bring credit students to the noncredit classes to share their stories of success.”

Data (Advertising):

1.1 Program Review 2002-2003

- Survey of current outreach efforts was conducted in January 1999. Results of the survey indicate that Spanish radio and TV advertising are the primary means of disseminating information among the current NCR ESL population. Specific Spanish radio stations have been identified as primary disseminating channels.

1.2 ESL Credit Outreach Planning Meeting- March 7, 2006

- “There has been a decline in credit ESL enrollment in recent years, particularly in the lower two levels of the reading and writing courses. Brainstorming groups identified activities for building enrollment of the credit ESL population.” The following are some of the activities that the groups listed.
  - General TV advertisement in Spanish for the Spanish networks (Univision)
  - Create brochures and other literature
  - Attend community events
  - Radio advertisements (La Mexicana-reaches Santa Maria, Lompoc, and Guadalupe)

1.3 Current methods of advertisement for ESL: schedule printed in schedule of courses and brochure.

- ESL once had its own budget. One semester a couple years ago, some of the department’s budget was used to pay for a radio ad (expensive). Now all the Language and Communication Department shares a single budget, so need to negotiate with other disciplines (speech, foreign language) if ESL wanted to take money for advertising.

**The college is in a mode of reduced effort due to need for FTES enrollment management. Therefore, Rebecca Alarcio (Director, Public Affairs and Publications) does not plan to advertise for the fall semester (2011) and most likely not for spring (2012).**

Best Practice (Outreach Specialist)

1.1 Cuesta College (ESL Outreach, Recruitment, and Retention Specialists)
• The ESL department currently has 2 full-time and 4 part-time outreach, recruitment, and retention specialists. The program attributes a large part of their success to their outreach efforts which include television interviews, radio, word-of-mouth, and outreach visits to community groups.

(Responsibilities of ESL Outreach, Recruitment, and Retention Specialists)
  o Outreach: attend community events, put on events at schools, set-up advertisements on the radio and other avenues, distribute flyers, etc.
  o Recruitment: help students matriculate (filling out admission and financial aid applications)
  o Retention: help with tracking and calling students, provide coffee, motivational classroom visits

1.2 Hancock College Non-Credit ESL
• The number of sections and enrollment for non-credit ESL are much higher than for credit ESL.

Strategic Plan
Goal 2.2.1: To develop and implement an integrated student outreach program that maximizes access to college programs and services.

Goal 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

Cost
  1) Part-time salary for outreach specialist: $33/hr x 12% benefits
  2) Student Presentations: no cost
  3) Advertising (radio): 2 weeks (28 spots) *60 sec spots= $300; 2 weeks (32 spots) = $400

Need #2: Teacher Training to address a growing number of diverse learners (LD students, native/near native speakers with low reading/writing abilities, those with limited world views)

Strategies:
  2.1 Professional development workshops for instructors to learn how to design lessons and practical activities for diverse learners particularly in teaching writing. Instructors (both ESL and English) can brainstorm/collaborate/share ideas. A learning disabilities specialist can provide additional information. (Michael McMahon)
  2.2 Locate good resources on the topic for instructors to read and then brainstorm/collaborate/share.
  2.3 Intercambio (address native speakers with low English abilities and those with limited world views)

Data
  2.1 Remarks by ESL faculty on addressing the needs of ESL students:
Absolute beginners (Level 1) struggle in the program unless they have strong academic skills in their L1 and/or extreme dedication/motivation to overcome hurdles.

“This has become quite noticeable to me this semester as I teach the combined levels 1 and 2 reading and writing sections. The lack of education in L1 makes attempts at L2 literacy to be quite challenging. In addition to literacy problems is the severe lack of basic knowledge skills which might be otherwise acquired through the media, etc. The fact that we need to integrate Levels 1 and 2, due to low enrollments, further complicates an already compromised situation. Lastly, my first career as a learning disabilities specialist leads me to believe that we have a significant incidence of ‘LDness’ in the native language, mostly Spanish. Our institution has not been able to accommodate diagnosing and serving the native English speaking population with learning disabilities, so the idea of providing like type, necessary services to Hispanic students in Spanish is not possible.” (Michael McMahon)

“In addition this [shift in college’s focus from expanding enrollment to reducing course offerings and sections] forces us to combine levels, which is pedagogically unsound, especially if the instructor chooses to use different texts or activities for different levels in order to address their needs. Furthermore, our population probably has the highest incidence of LDness in the college, but help is the most difficult to find because the students are non-native speakers.” (George Phelan)

“The struggles of Level 1 students combined with the fact that we must teach those students in a linked class would be next on my list. BTW—if we had more students, we might be better able to serve the Level 1 students in their own class, but growth in the lowest level hasn’t happened in the 15 years I’ve taught at AHC....” (Melinda Nishimori)


“As the extent of learning disabilities in the adult ESL population becomes more evident, training in issues and instructional methods related to learning disabilities will need to be part of professional development for all adult ESL educators. Research leading to the development of guidelines for assessment and instruction must be funded. Broader cooperation among the fields of ESL, adult education, and special education should ensure that the instructional needs of learning disabled ESL adults are being met.”

“The Learning Disabilities Association (LDA) in Minneapolis, in a project funded by the Minnesota Department of Education and Medtronic, Inc., used a combination of measures at the Lehmann ABE center to assess adult ESL learners who were suspected of having learning disabilities. The assessment included some standardized tests <the Basic English Skills Test (BEST), the Learning Styles Inventory, a phonics inventory, and the Test of Non-verbal Intelligence-R (Toni-R)> as well as some alternative assessment <learner observations by teachers and learning disabilities specialists, and native language writing samples and interviews. Project findings suggest that learning disabled adult ESL students benefit most when learning disabilities specialists and ESL teachers work together to plan instruction that is
individualized, multisensory, phonics-based, and delivered in an environment where the learner is comfortable (generally the regular classroom (LDA, 1994).”

2.3 In Christine Root’s abstract “A Guide to Learning Disabilities for the ESL Classroom Practitioner,” she states that “It is possible that many of the ESL students whom we view as poor language learners are struggling because they too have a learning disability.” The abstract focuses on classroom behaviors generally displayed by people with learning disabilities and “common sense techniques” that can be integrated into the classroom. The ESL instructor can utilize these techniques to accommodate students with learning disabilities in language courses. (See Appendix D “Data” for the complete abstract)

2.4 “LD and the English language learner” (Robin L. Schwartz)

“LD frequently affects language skills, so the ESOL learner who has LD will most likely have challenges in learning, using and eventually mastering the English language.”

One of the important purposes for identifying ESOL learners who may have LD is better instruction. “Identification, or attempts at it, can yield information that can be important in designing instruction and program support that is most closely suited to learners’ real needs. Without attempts at finding out what is affecting a learner’s progress, teachers and others are likely to try to guess at what the problem may be.”

“ESOL learners with LD who are not at least tentatively identified are usually seen as needing to learn more English. Then they may get stuck in beginning level or low intermediate level English for many months or years and cannot move on to learn information such as that needed for the GED or for a driver’s test because their learning problem is misunderstood.”

“Literature indicates that many learners with LD have problems getting information the first time and that this problem is even more acute when they are learning foreign languages. They do better when teachers

- Repeat: Not just louder, but slower, broken into syllables, or perhaps rephrased.
- Review: Built into every lesson so that teaching is two steps forward and one back every day.
- Review is best done by revisiting material in a different way, using a different channel of learning each time.
- Re-teach: Constant informal assessment can quickly indicate which concepts need to be re-taught before the learner can be asked to move to new material.”

2.5 “ESL Instruction and Adults with Learning Disabilities” (Robin Schwarz and Lynda Terrill)

“Being identified as learning disabled can be stigmatizing for anyone-adult, child, native English speaker, or ESL learner (McCormick, 1991). Educators stress the importance of weighing the advantages of identifying adult learners as learning disabled (planning instruction to help
learners, making them eligible for services, and so forth) against the possible stigma of the label (Almanza, Singleton, & Terrill, 1995/96).

References:

Accommodations—Or Just Good Teaching? Strategies for Teaching College Students with Disabilities (Edited by Bonnie M. Hodge and Jennie Preston-Sabin)

Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas: English Language Learners, Students with Disabilities, Gifted/Talented Students (Edited by Yvonne S. Freeman, David E. Freeman, Reynaldo Ramirez)

Success Education: Differentiated Curriculum Strategies for ESL and Learning Disabled Students (Steve P. Jefferson Ed.D. and Betty Sweet, M.S.)

Why Do English Language Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities (Janette K. Klinger, John J. Hoover, Leonard M. Baca)

“LD and the English language learner” (Robin Schwarz)

“ESL Instruction for Learning Disabled Adults” (Robin Schwarz and Miriam Burt)

“ESL Instruction and Adults with Learning Disabilities” (Robin Schwarz and Lynda Terrill)

“Learning Disabilities And The ESOL Learner” Power Point Presentation (Robin Schwarz)

Data (Intercambio):

2.1 Program Review 2002-2003

“ESL classes have been paired with Cynthia Fraser-Gonzalez’s Spanish 101 and Spanish 102 classes for language practice in fall 1998 and spring 1999 semesters. During the final week of instruction in fall 1998, the Spanish and ESL classes met for salsa lessons (in English) and a potluck. Pairing of ESL and Spanish classes for a regularly scheduled alternative lab activity is currently being proposed through the Title V Grant.”

2.2 “LD and the English language learner” (Robin L. Schwarz)

“Many in the field of second language acquisition believe that affective factors such as stress, depression or anxiety can interfere significantly with language learning for some learners (See for example Horowitz and Young, 1991, Ganschow, Sparks & Javorsky, 1998).”

“There is some literature supporting the idea that attitude towards the new language and those who speak it can affect language acquisition. If there are negative associations, whether
conscious or unconscious, with the language to be learner, the learner may be unable to make progress (Bialystok & Hakuta, 1994).”

“Lack of opportunities for practice of the new language outside the classroom is another cause frequently cited by teachers and language acquisition literature for slow or poor progress (Skehan, 1991).

“The language learner’s ability to contrast a known language to a new one can contribute positively to language learning (See for example Koda, K. 1989).”

**Strategic Plan/BSI Strategy:**

2.2.5: To identify needs and develop action plans to effectively serve special student populations.

3.1.3 To provide employees with high quality professional development opportunities to enhance the teaching, learning, and service outcomes of our work.

BSI Strategy A.5 “A comprehensive system of support services exist, and is characterized by a high degree of integration among academic and student support services.

BSI Strategy A.6 “Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

**Best Practices:**

2.1 Intercambio- Colorado Mountain College

Intercambio is a language program offered at Colorado Mountain College in which Spanish-speaking students are paired with students who want to learn Spanish. The program fosters peer learning in an environment that lowers affective filters and allows students to share their stories and cultures as they share their language and seek to learn a new one.

2.2 Intercambio de Comunidades

Intercambio & Schools Together Program: This program is currently running in several schools in Boulder, Colorado. It connects English-learning parents with native English-speaking parents.

**Cost:**

1) Intercambio: cost should be minimal.

2) Professional Development Workshops: No cost if the workshop consists of an in-house specialist and faculty.
3) Resources/books:

- Accommodations—Or Just Good Teaching? Strategies for Teaching College Students with Disabilities (Edited by Bonnie M. Hodge and Jennie Preston-Sabin) 1997
  Cost: (Amazon.com) $75

- Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas: English Language Learners, Students with Disabilities, Gifted/Talented Students (Edited by Yvonne S. Freeman, David E. Freeman, Reynaldo Ramirez) 2008
  Cost: (Amazon.com) $31.88

- Success Education: Differentiated Curriculum Strategies for ESL and Learning Disabled Students (Steve P. Jefferson Ed.D. and Betty Sweet, M.S.) 2005
  Cost: (Amazon.com) $19.95

- Why Do English Language Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities (Janette K. Klinger, John J. Hoover, Leonard M. Baca) 2008
  Cost: (Amazon.com) $21.30
Detailed Needs Assessment: Mathematics

Compiled by: Jason Estes

Need #1: Extend the service hours of the Math Center to 8:30pm Monday through Thursday.

Strategy:

1.1 Have a faculty member from the Mathematics Department work along the side of the current Instructional Assistant to open and/or close the Math Center.

1.2 Hire a classified full time employee to work as a lab assistant. The current Instructional Assistant would open the Math Center, and the new full time employee would close the Math Center (or vice-versa).

Data:

1.1 In the Fall 2010 semester, the Mathematics department offered 16 classes at the Santa Maria campus that ended at 6:10pm or later. These classes serviced 433 students.

1.2 In the spring 2011 semester, the Mathematics department offered 20 classes at the Santa Maria campus that ended at 6:10pm or later. These classes serviced 575 students.

1.3 A report for January and February of 2011 finds that the average number of students in the Math Center during the 5:30pm-6:30pm time period is 29.32. The same report shows the number of average students who leave the Math Center (within the last 10 minutes) after an announcement that the Math Center will be closing shortly is 16.32 students.

Best Practices:

Other Allan Hancock College services such as the CRC, the Language Lab, the Writing Center, and the Tutorial Center are open 8am – 9pm M – Th, 9am – 3pm F, and 9am – 1pm Sunday.

Many of the community colleges in the State of California were contacted and their Math Center service hours were observed. Some examples are: Pasadena City College whose Math Center service hours are 8:00am – 8:00pm MTWTh and 8:00am – 4:30pm F; El Camino College service hours are 9:30am – 7:00pm MTWTh 9:00am – 3:00pm F, and 11:00am – 3:00pm Saturday; Cabrillo College service hours are 9:00am – 7pm MTWTh 9:00am – 3pm F, and 12:00pm – 5:00pm Sunday; Cerritos College service hours are 8:30am – 9:00pm MTWTh and 9:00am – 3:00pm Friday. The current Allan Hancock Math Center service hours appear to lie in the middle of the pack.

ILO/Strategic Plan/Accreditation/BSI strategy addressed:

All of the Institutional Learning Outcomes are addressed in the Math Center with respect to communication, critical thinking and problems solving, global awareness, cultural competence, technology literacy, quantitative literacy, scientific literacy, and personal development.
Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

Cost:

The cost of an instructor in the Math Center is $21.08 / hr. The median annual cost of a lab assistant (including benefits) working a nine month contract is approximately $26,672. If scenario #1 is implemented, the additional annual cost would be approximately $6,500. If scenario #2 is implemented, the additional annual cost (assuming the new lab assistant replaced instructor hours and covered the extended hours) would be approximately $8,332.40.

References:

Allan Hancock Budget Report

http://www.cccco.edu/CommunityColleges/tabid/830/Default.aspx

Official report prepared by Mary Alice Majoue

Allan Hancock Website (faculty tab – class search)

Need #2: More readers in our basic skills classes.

Strategy:

2.1 Hire more qualified student workers to serve as readers for our 511, 513, 514, 531, 313, and 314 classes. Funding is currently available through BSI, Title 5, and departmental funds.

Data:

2.1 In the fall 2010 semester we offered twenty sections of developmental classes from the following list: 511, 513, 514, 531, 313, and 314.

2.3 In the spring 2011 semester we offered sixteen sections of developmental classes from the following list: 511, 513, 514, 531, 313, and 314.

2.4 In the spring 2011 semester, one reader was paid for by BSI, four readers were paid for by Title 5, and five readers were paid for by departmental funds.

Best Practices:

2.1 Sheila Wiley, Alice Scharper and Jerry Pike, members of SBCC’s Partnership for Student Success, presented strategies and results at the October 2008 conference "Strengthening Student Success: Basic Skills and Beyond", held by the RP Group and Academic Senate of California Community Colleges in Anaheim, CA. One of the topics specifically addressed was using tutors in the basic skills classroom. The results showed a significant increase in student success.
2.2 In 2008 The Partnership for Student Success received a Hewlett Leaders in Student Success Award. The award annually recognizes California community colleges that are using innovative and proven methods in foundational math and English.

**ILO/Strategic Plan/Accreditation/BSI Strategy addressed:**

ILOs: critical thinking and problems solving, technology literacy, quantitative literacy, scientific literacy, and personal development.

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

BSI Goals: B (student success and readiness), D (system effectiveness), and E (Resource Development)

**Cost:**
The cost of a reader is $8/hr. The annual cost of having a reader available in every 511, 513, 514, 531, 313, and 314 class offered for every day of lecture would be approximately $18,240.

**References:**
Allan Hancock Website (faculty tab – class search)
Budget report from Mary Alice Majoue

http://www.sbcc.edu/pss/resourcesandhandouts.php

**Need #3: Outreach to basic skills students to address math anxiety.**

**Strategy:**

3.1 Integrate study skill materials (via instructor discretion) into our current developmental math courses. These materials already exist from a Math 312 course that is no longer offered.

3.2 The Math department could vote to make a study skills book a requirement in our developmental courses and the materials must be integrated into our current lectures and homework.

3.3 Reinstate Math 312

3.4 Work closely with the counseling department to insure that math anxiety is addresses in every section of PD101 and LS101.

3.5 Work closely with the counseling department to put together workshops in the Math Center
that address study skills and math anxiety.

Data:

3.1 Approximately 65% of all our math course offerings (58 – 66 courses) are basic skills courses.

3.2 Last year only 393 students enrolled in PD101 or LS101.

3.3 The books used for PD101 and LS101 are *Becoming a Master Student* by Dave Ellis, and *The Empowered Student* by Anthony A. Raptis. The first book has a four page section addressing math anxiety and study skills specific to mathematics. The second book does not address mathematics specifically, but addresses study skills and anxiety generally.

Best Practices:

3.1 Santa Barbara City College offers a Math 100N Study Skills course in Mathematics.

3.2 Several community colleges were contacted, and their approach is to hold workshops that address study skills and anxiety (somatic and cognitive).

ILO/Strategic Plan/Accreditation/BSI Strategy addressed:

ILOs: critical thinking and problems solving, technology literacy, quantitative literacy, scientific literacy, and personal development.

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

BSI Goals: B (student success and readiness), D (system effectiveness), and E (Resource Development)

Cost:

The strategies mentioned above could be implemented with no additional cost.

References:

Met with Yvonne Teniente-Cuello – Counseling Department Chair

FTES Report printed by Yvonne Teniente-Cuello

http://www.cccco.edu/CommunityColleges/tabid/830/Default.aspx

Need #4: Provide more computers to assist in basic skills learning.

Strategy:
4.1 Work with IT to put more desktop computers into the Math Center and classrooms of the M building.

4.2 Work with IT to purchase laptops to be used in the Math Center and classrooms of the M building.

4.3 Work with the Office of Institutional Grants to find appropriate resources to pay for the technology.

Data:

4.1 There are currently fourteen cubicle spaces in the Math Center, eight of which have a desktop workstation.

4.2 In the fall 2010 semester, the Math Center serviced approximately 10,781 student hours.

4.3 In the spring 2011 semester (Santa Maria campus) there were forty three sections of basic skills classes, thirteen of which came from the following list: 511,513,514,531,313, and 314.

4.4 In the fall 2010 semester, six sections of statistics were offered at the Santa Maria Campus. In the Spring 2011 semester, seven sections of statistics was offered at the Santa Maria Campus. In an effort to maintain accreditation with other Universities (such as Channel Islands), we need to start integrating statistical software packages such as Minitab, SAS, and SPSS into our current courses.

Best Practices:

4.1 Cuesta College is among many community colleges who have several classrooms with thirty or more computers for their developmental math and statistics courses (Room 2205, N2408, and 3301).

4.2 Santa Barbara City College has over 1200 computers for student use across the campus. A multitude of their math courses are hosted in a computer lab located in buildings A, IDC, H, etc.

ILO/Strategic Plan/Accreditation/BSI strategy addressed:

ILOs: technology literacy, quantitative literacy, scientific literacy, and personal development.

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

BSI Goals: B (student success and readiness), D (system effectiveness), and E (Resource Development)
Cost: $1200 for each student desktop computer, $1700 for each student laptop computer.

References:

Allan Hancock Website (faculty tab – class search)

Meeting with Mary Alice Majoue and a visit to the Math Center

http://www.sbcc.edu/computerresources/

Meeting with Stephano from IT services

Need #5: Divide the current Math Center into two parts: Developmental Math Center and Transfer Center.

Strategy:

5.1 The current Math Center can be used for our developmental math students, and the current MESA center can be assumed by the Mathematics department (MESA will be moving to one of the new buildings in the future). A new classified full time employee would be hired to work as a lab assistant.

5.2 The current Math Center can be divided into two halves: one side of the room will be dedicated for our developmental math students, and the other side of the room can be used for our transfer students.

Data:

5.1 In the fall 2010 semester, the percentage of student hours spent in the Math Center was distributed as follows: 44.04% Math 135 – Math 184, 37.90% Math 300 – Math 500, 13.15% Math 105 and Math 123, 4.91% Math 121 and Math 131.

5.2 In the Spring 2010 semester (as of 2/25/11), the percentage of student hours spent in the Math Center was distributed as follows: 42.50% Math 135 – Math 184, 40.80% Math 300 – Math 500, 12.58% Math 105 and Math 123, 4.13% Math 121 and Math 131.

5.3 In the fall 2010 semester, the Math Center serviced approximately 10,781 student hours.

5.4 There are currently fourteen cubicle spaces in the Math Center, eight of which have a desktop workstation. The current Math Center is small and is near full capacity at approximately forty students.

5.5 The MESA center has seven desktop workstations, and is near full capacity with twenty five students.

Best Practices:
Santa Barbara City College splits their tutoring lab into two parts: The Algebra lab provides tutoring for Math 1-107 and 117, the Advanced lab provides tutoring for Math 111-220. Statistics tutors are also available in the Computer lab.

ILO/Strategic Plan/Accreditation/BSI strategy addressed:

All of the Institutional Learning Outcomes are addressed in the Math Center with respect to communication, critical thinking and problems solving, global awareness, cultural competence, technology literacy, quantitative literacy, scientific literacy, and personal development.

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work.

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

BSI Goals: B (student success and readiness), D (system effectiveness), and E (Resource Development).

Cost:

The median annual cost of a lab assistant (including benefits) working a nine month contract is approximately $26,672. The cost of a student tutor is $8/hr. Since approximately 40% of all student math center hours belong to basic skills students, there would a significant reduction in the cost of staffing the math center which would offset some of the cost of running the transfer center.

References:

http://www.sbcc.edu/mathematics/mathlab/

Official report from Mary Alice Majoue

Allan Hancock Budget Report

Visit to the MESA Center

Visit to the Math Center
Detailed Needs Assessment: Counseling

Need #1: Two full time bilingual Counselors assigned to AHC’s developmental program.

General Counseling activities designed to help retain students have lacked continuity in past years. Although there are a variety of individual programs, there lacks comprehensive assessment data to measure their effectiveness in serving developmental education students. Staffing limitations continuously challenge the college’s ability to meet the needs of all new and continuing students. There is a continued need to provide strong integrative counseling support for developmental courses and students engaged in those courses. Currently, the Counseling Department has over 51,000 student contacts yearly through student appointments, drop-ins, emails, phone calls, classroom presentations and our New Student Orientation. Due to these numbers it is difficult to provide the intrusive counseling and follow up that is needed to our Basic Skills students with only nine full time counselors in Santa Maria and one at our Lompoc Valley Center.

Strategy:

1.1 These counselors would be specifically trained to address the academic, social and emotional needs of developmental education students. (BSI strategy B.3.3).
1.2 The counseling of developmental students would occur early in the semester per BSI strategy B.3.4.
1.3 Counselors would meet with Basic Skill students from English and Math and develop above and beyond services that are proven to be successful with TRIO, EOPS, MESA, PUENTE and Upward Bound.

Data:

1.1 Counseling Program review Validation Team recommends that a counselor be assigned to Basic Skills.
1.2 Survey results from Julie Knight’s English 506 class shows that students benefitted from the Student Success strategies presentations. (Survey results attached)
1.3 Math Academy survey shows students recommending that the counseling component be mandatory and be integrated into the curriculum. (Survey results attached)

ILO/ Strategic Plan/ Accreditation/ BSI Strategy

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations

BSI Effective Practice B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
According to the literature, a strong counseling component is characteristic of successful developmental education programs.

B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.

Need #2: Expand student access to support services with a proven track record for increasing student retention and success (this goes for counseling department also)

Strategy: 2.1 Explore opportunities for integration of existing peer mentorship programs that currently operate in silos

Data: 2.1 Peer Mentoring: “Effectiveness of Peer Tutor/Mentors for Disadvantaged Students”
2.2 Success data of established programs that use peer mentors such as Puente Project, MESA and EOPS
2.3 Peer Mentoring: Basic Skills Initiatives for Merced College and Mission College

ILO/ Strategic Plan/ Accreditation/ BSI Strategy

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work

Strategic Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations

Effective Practice D.9: Faculty and advisors closely monitor student performance.
D.9.2: Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.

Need #3: Provide more Personal Development classes and link with Development English and Math courses.

Strategy: 3.1 Offer eight week PD 110 “College Success Seminar” for Basic Skills students or for those at risk.
3.2 Link PD 101 and PD 100 classes to Math 511 and English 511. Also offer PD 101 course in Spanish. Provide curriculum that is “learner centered” rather than “teacher centered”.

ILO/ Strategic Plan/ Accreditation/ BSI Strategy

Strategic Objective 2.2.4: To increase the advancement rate of students underprepared for college level work
BSI Effective Practice D.6: Developmental education faculty employs a variety of instructional approaches to accommodate student diversity.

Need #4: Make AHC New Student Orientation mandatory for Basic Skills students.

**Strategy:**

4.1 Work collaboratively with testing center to provide names of new students who are testing into basic skills to counseling so we are able to make contact with these students.

4.2 It is critical that not only student services be involved but all faculty. Developmental faculty need to make connections with their students early and let them know of classroom expectations during the New Student Orientation. Literature has shown that students are more successful when student services faculty work collaboratively with teaching faculty.

**Data:**

4.1 Student surveys from NSO show students learned of student support services and where they could go for help. Counseling is in the process of developing SLO’s to provide further data.

**BSI Strategy**

Effective Practice B.1: Orientation, assessment, and placement are mandatory for all new students.

B.1.4: Expanded pre-enrollment activities exist for students placed into developmental education courses.
Detailed Needs Assessment: English

Compiled by: Jacki Belknap

Need #1: Coordination of developmental programs.

Strategy:

1.1 Assign/reassign Developmental Programs Coordinator.

Data:

1.1 2007-2008 Allan Hancock College BSI Plan states in Section A that:

   “Allan Hancock will hire a basic skills program coordinator who will facilitate communication across the disciplines, integrate programs, assessment, and outcomes...”

1.2 Two English Department coordinators were reassigned to split a 1 load (.5 each)

   Reassigned time for BSI Facilitator(s)-$20,702.66

1.4 “Research suggests that centralized developmental education programs are more successful than decentralized programs. (Boylan, 2002; Donovan, 1974; Boylan, Bliss, & Bonham, 1997; Roueche & Baker, 1987; Roueche & Snow 1977.)
   Centralization is characterized by developmental courses and services that are highly coordinated, housed in a single department or program, and headed by a chair or director. The CQIN/APQC (2000) study, as summarized by Boylan (2002), found that although the overwhelming majority of exemplary developmental education programs were centralized, exemplary programs that were decentralized exhibited the same high level of integration and communication among courses and services, as well as having an administrator who was either officially or unofficially responsible for campus-wide coordination of developmental education activities. In their analysis of data from the National Study of Developmental Education, Boylan, Bliss, and Bonham (1997) found that highly coordinated decentralized programs produced outcomes comparable to centralized” (See Appendix A in “Data”.)

Best Practice:

1.1 Carnegie Foundation publication titled *Change and Sustain/Ability: A Program Director’s Reflections on Institutional Learning* by Rose Asera states:
   Faculty leadership was the single most important factor in the any campus effort coming to life. These leaders, or “idea champions,” as some SPECC participants called them, played a special role in the local ecosystem. Enterprising faculty members drew on local knowledge and campus networks to make things happen: they wrote grants, initiated new programs, and invited wide participation in their initiatives.
Each SPECC campus had an individual, or as frequently a team of two faculty members, who served as the project coordinator. Those faculty members who were likely candidates to be named as grant coordinators had a history of participation in campus-wide initiatives. They had directed a prior grant, organized the campus accreditation self-study or led a campus-wide task force. Most of these faculty had been on the campus for an extended period of time and were known to be committed teachers. They had reshaped their teaching roles and taken on responsibilities for campus-wide initiatives while still maintaining a teacher’s identity and practitioner’s sensibility.

ILO/Strategic Plan/Accreditation/BSI Strategy Addressed:

Strategic Plan Goal 1.2 “To implement a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness.”

Strategic Plan Goal Objective 4.2.1 “To identify opportunities and strategies to enhance communication between and among college employees.”

BSI Strategy A.3 “The developmental education program is centralized or highly coordinated.”

A.2.4 Developmental education goals and objectives

BSI Strategy A.6 “Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.”

BSI Effective Practice A.3.2 “Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).”

Cost:

Option 1: Full-time faculty for Basic Skills Coordinator position.
Base Salary-$46,000-97,000
Benefits-x12% benefits
Fringe Benefits-x.675+$12,624/yr

Option 2: Reassign current full-time faculty (2 co-coordinators/ .5 load each).
According to BSI Implementation Budget (2007-2008 and 2008-2009), reassigned time for BSI Facilitator(s) is estimated at $20,702.66

Need #2: Expand support services for English Basic Skills students (evening, weekend, distance learning, and summer).

Strategy:

2.1 Extend Writing Center current hours and provide necessary staffing.
   a. Extend current hours on Friday (3-5pm).
   b. Extend current hours on Saturday (1-5pm).

2.2 Open Writing Center for summer session operations.
2.3 Create and incorporate an online learning center in order to construct parity for distance learning students.

Data:

2.1 Students of AHC were offered extended Writing Center hours Spring 2009, Fall 2009, and Spring 2010 due to BSI funding.

2.2 Currently, the Writing Center:
- is open 58 hours/week (9-1 on Saturday),
- serves 800-900 AHC students
- serves 25 sections of Developmental English,
- serves 8 sections of ESL Writing,
- serves 175 English 306 students
- provides 2,000 faculty hours per semester, and
- employs three full-time staff members.

2.3 In the past, BSI funds have paid for extended Writing Center hours during summer months, including: Summer 2009 and Summer 2010. According to the Writing Center U2010 BSI Report, the Writing Center provided 2,267.42 hours for Basic Skills English Students during Summer 2009 costing BSI approximately $8.55 per student hour with a student/staff ratio of 3.2/1. In the Summer of 2010, the Writing Center provided 3,128.5 hours for Basic Skills English students costing BSI approximately $5.48 per student hour with a student/staff ratio of 4.3/1. (See Appendix B in “Data” for Writing Center Data.)

2.4 The number of students enrolled in Distance Learning (DL) has been increasing. In Fall 2006, there were over 3,600 enrolled DL students at AHC with a success rate of 53% compared to the 55% statewide (See Appendix B in “Data”)

Best Practice:

2.1 “Grossmont College’s Writing Center (WC) is a multi-modal center offering individualized college writing instruction by a certificated instructor, peer tutoring for reading with reading and/or writing assignments, and computer-assisted learning. Under the purview of the English Department and Learning Skills Coordinator, the Lab Specialist oversees tutors and work-study aides and assists the English Writing Centers’ instructors. Tutoring services cost $111,000 per year. An examination of students enrolled in pre-collegiate English courses from Fall 1999 through Spring 2002 (excluding summers and ESL courses) compared students who visited the WC with students who did not visit the WC. A comparison of the enrollment success rates for these two groups revealed a significantly higher success rate for those students who visited the WC in comparison with the success rate of those not visiting the WC (66.1 percent vs. 53.1 percent, respectively)” (Basic Skills as a Foundation as seen in Appendix A in “Best Practices”).

2.2 Butte’s Reading and Writing Center uses CSU Chico interns and permanent, part-time Instructional Aides to support basic skills development in classrooms and reading and writing
across the curriculum on a drop-in basis. Critical Skills workshops are scheduled throughout the semester and are held in the lab in the Center for Academic Success (see description below). These faculty-taught, subject-specific sessions cover topics in five areas or threads: reading, writing, math, computer skills, and study skills. Faculty may require, recommend, or offer extra credit for attendance. Students may earn 0.5 unit in the Critical Skills Study Hour course by attending eight workshops and meeting with Critical Skills faculty. Student participation in overall services is about 4,500 to 5,000 students per semester, both referred and voluntary. The staff is composed of two full-time faculty, a coordinator, and a learning resource specialist (both with Master’s degrees specific to adult education, one with a focus in reading and one an ESL focus). The center also has one full-time support staff member and an administrative secretary. There are six part-time instructional aides, six to 10 interns per semester, and 75 to 100 peer tutors per semester. District funding, including all positions listed above, is $385,000 per year. Vocational Education funding is $64,000 per year (student tutors and interns).

ILO/Strategic Plan/Accreditation/BSI Strategy Addressed:

Strategic Plan Goal Objective 2.2.3 “To define and improve student success.”

Strategic Plan Goal Objective 2.2.4 “To increase the advancement rate of students underprepared for collegiate level work.”

Strategic Plan Goal Objective 2.2.5 “To identify needs and develop action plans to effectively serve special student populations.”

D.2.1 “Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs.)

The planned actions associated with Practice D.2.1 include:

- Expand, enhance, develop or increase the visibility of Learning Communities on campuses
- Enhance existing (or create new) Writing Centers. Related to the Writing Center enhancement is, training tutors specifically in developmental education.
- Provide opportunities for faculty to develop and share strategies and effective practices in developmental education.”
- D.2.3 “Developmental courses/programs implement effective curricula and practices for ESL.”

D.5.2 “Well-planned, sequential courses possess a corresponding proactive academic support component.”

Cost:

Cost is ongoing.

For Extended Hours (Friday 3-5pm): about $1,200.00 per semester

For Extended Hours (Saturday 1-5pm): about $2,400.00 per semester

For Extended Schedule (Summer 8-week session; two lab assistants, one faculty member per hour):
<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Instructional Salaries</td>
<td>Lab Assistant, Writing Center</td>
<td>$4,320.00</td>
</tr>
<tr>
<td></td>
<td>(Assistant 1 hourly rate: $18.00)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Assistant 2 hourly rate: $16.00 minus one week off)</td>
<td></td>
</tr>
<tr>
<td>Instructional Salaries</td>
<td>Part-Time Faculty, Writing Center</td>
<td>$7,680.00</td>
</tr>
<tr>
<td></td>
<td>($23.51-40.55/hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Average rate=$32.00/hr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Faculty/30 hours for 8 weeks=</td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>Instructional tax rate= 13% of total wage</td>
<td>$988.40</td>
</tr>
<tr>
<td></td>
<td>Non-instructional tax rate= 5% of total wage</td>
<td>$216.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$168.00</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>Toner x2 ($280.00)</td>
<td>$435.00</td>
</tr>
<tr>
<td></td>
<td>Paper x5 boxes ($155.00)</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>for 30 hrs/wk for 8 weeks</td>
<td>$17,167.00</td>
</tr>
</tbody>
</table>

**Need #3: Create an English co-requisite movement on campus with transfer-level classes.**

**Strategy:**

3.1 Tie Basic Skills English courses (511-513) to PD 100 or 101 via co-requisite.

3.2 Offer and encourage co-requisite Basic Skills English to Reading classes.

**Data:**

3.1 Proposed co-requisite courses with English Basic Skills course descriptions:

- **PD 100 - Personal & Career Exploration**
  Provides in-depth career direction with an intensive exploration of one's own values, interests, abilities, and an intensive career information search.

- **PD 101 - Success In College**
  Considers individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources.

- **READ 510 - Beginning College Reading**
  Designed to introduce students to reading skills necessary for success in college

- **READ 310 - Intermediate College Reading**
  Designed to develop reading skills necessary for success in college.

- **READ 110 - Advanced College Reading**
  Designed to equip students with effective reading skills for success in college courses.
3.2 Encourages metacognitive strategies (as seen in Basic Skills Handbook, Appendix C in “Data”).

3.3 “Here are the facts from the Chancellor’s Office’s Report on Basic Skills:
   • **70-85%** of all California community college students assess into some sort of basic skills class when they first enter our institutions.
   • **Only 27.3%** of them actually enroll in basic skill level classes” (Basic Skills Handbook).


3.5 From the ASCCC website http://www.academicsenate.cc.ca.us/Publications/Papers/Model_prerequisites.html (Appendix D in “Data”).

**Best Practice:**

3.1 Executive Summary of Institute for Higher Education Leadership & Policy “Beyond the Open Door: Increasing Student Success in the California Community Colleges” (See Appendix B in “Best Practices”).

**ILO/Strategic Plan/Accreditation/BSI Strategy Addressed:**

Strategic Plan Goal Objective 2.2.3 “To define and improve student success.”

Strategic Plan Goal Objective 2.2.4 “To increase the advancement rate of students underprepared for collegiate level work.”

Basic Skills Strategy B 3.2 “Counseling and instruction are integrated into the developmental education program.”

**Cost:** Cost would be minimal.

**Need #4: Update Basic Skill English classroom technology.**

**Strategy:**

4.1 Basic Skill English course classrooms are lacking in updated technology in the following classrooms: C-37, K-23, K-24, and K-25.
   a. C37 has no permanent equipment and needs a new installation.

4.2 Purchase necessary equipment including: Smart podiums, computers, audio/visual equipment, projectors, updated television monitors, and VCR/DVD players, etc per classroom needs.

**Data:**

4.1 There are four English Basic Skills classrooms that are equipped for effective utilization of technology in teaching pedagogy (see Appendix E in “Data”).

45
4.2 English Basic Skills courses are complemented by the use of online instruction through Blackboard. Having the technology in the classes to allow for demonstrations will benefit in student comprehension of assignments.

4.1 Students identify a more interactive classroom environment when enriched with technology. Use of technology in the classroom aids educators in appealing to diverse learning styles.

- Davies, T., Lavin, A., & Korte, L. (2009). Student perceptions of how technology impacts the quality of instruction and learning. Journal of Instructional Pedagogies, 1, 2-16. (See Appendix F in “Data”.)

4.2 Use of multimedia in the classroom can be beneficial to the learning process when used effectively by instructors.


4.3 In addition to PowerPoint, many multimedia programs can facilitate the learning process. Students are of a tech savvy generation and appealing to their interests can encourage retention of information. Especially in the English classroom, audio and visual capabilities are beneficial.


Best Practice:

4.1 “Boylan (2002) also lists computer-based instruction as an instructional method that can help promote student learning. ‘In addition to helping students acquire basic skills essential to using technology, its effective integration in the instructional process can help students develop the ability to learn independently, think about the state of their learning, and alter strategies to improve results’ (McCabe, 2003, p. 101)” (as cited in Best Practice Literature Review).

4.2 As mentioned in Wong:

- Montgomery County Community College in Blue Bell, PA.
- Laramie County Community College in Cheyenne, WY.
- Maryland’s Anne Arundel Community College.

4.3 CSU Chico

ILO/Strategic Plan/Accreditation/BSI Strategy Addressed:

BSI Strategy D.6 “Developmental education faculty employ a variety of instructional methods to accommodate student diversity.”

Cost:

Ongoing maintenance, part replacement, and technology support estimated cost of $1,000-2,000 annually.
One-time equipment cost: Prices vary per estimate ranging from around $8,000-$20,000 per room based on type of equipment needed and selected. Below is an estimated classroom cost from CSU Chico’s “Smart Classroom Plan”.

There may also be ITS installation one-time costs.

<table>
<thead>
<tr>
<th>Smart Classroom Standard Equipment Costs</th>
<th>(January 2007) Standard Equipment Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epson Powerlite 6100i Data Projector</td>
<td>$2,100</td>
</tr>
<tr>
<td>Extron MLC-226IP-AAP Media Controller</td>
<td>$950</td>
</tr>
<tr>
<td>Extron MLS 304SA Media Switcher &amp; &amp;</td>
<td>$850</td>
</tr>
<tr>
<td>Extron Mini Loudspeakers, black</td>
<td>$250</td>
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<tr>
<td>Spectrum Link Lectern 42&quot; w/ handle</td>
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<tr>
<td>Computer: Dell GX520 minitower</td>
<td>$900</td>
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<tr>
<td>Monitor swing arm for computer</td>
<td>$170</td>
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<tr>
<td>Panasonic AG-VP320 DVD/VCR</td>
<td>$200</td>
</tr>
<tr>
<td>Projection Screen</td>
<td>$200</td>
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<tr>
<td>Spare lamp for projector</td>
<td>$400</td>
</tr>
<tr>
<td>3-M Model 1880 Overhead projector</td>
<td>$350</td>
</tr>
<tr>
<td>Cables, connectors &amp; misc supplies*</td>
<td>$930</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,500</strong></td>
</tr>
</tbody>
</table>

Need #5: Learning Assistance (DSPS) integrated support and testing for day and evening students.

**Strategy:**

5.1 Increase staffing in LAP to effectively serve all AHC students in need.

5.2 Implement online services in order to create parity for distance and evening students through creating an Online Learning Center which offers information and services for Learning Assistance.

**Data:**

5.1 “Learning assistance is a form of supplemental instruction. Learning assistance can be a required component of another course for all students in that course; or the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to CCR, Title 5, Division 6, Chapter 9, Subchapter 2, Article 5 of §58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses” (Basic Skills Handbook, as can be seen in Appendix I in “Data”).

5.2 “The majority of acknowledged studies of best practices in developmental education call for the offering of comprehensive support services for remedial students (Board of Governors, 2002; McCabe and Day, 1998: Neuberger, 1999; Raftery, 2005; Boylan, 2002; Roueche and Roueche, 1999). A review of 51 developmental programs reported that the ‘programs that showed the greatest gain in scores, GPA improvement, and retention also tended to be comprehensive in
5.3 ‘Roueche and Roueche (1999, 29) have explicitly called for colleges to examine the comprehensiveness of support services available to developmental students, stating that ‘colleges must increase the support and structure they offer at-risk students who need support and structure more than any other students in higher education.’ Services these authors note as being essential include mandatory orientation, assessment, and placement; expanded pre-enrollment activities; establishment of peer and faculty mentors; and more comprehensive financial aid programs’ (Basic Skills Handbook, as can be seen in Appendix I in “Data”).

5.4 The most common form of academic support or learning assistance occurs at the community college in the form of the lab or center featuring a variety of services. Since most developmental students simultaneously enroll in transfer or occupational courses, learning assistance programs are particularly important for the students’ ability to successfully move through their courses of study. Noel, Levitz, and Kaufman (1982, 7) ‘assert that remediation services alone were unable to ensure student success. In a comprehensive program, [s]tudents must learn to motivate themselves, to understand their learning strengths and weaknesses, to negotiate the academic and social system, to adapt effective and efficient methods of processing information, and to alter previously established attitudes about their own potential and their sense of self-worth.’ These services may be housed under the guise of other names as well (e.g., academic support centers, reading centers, study skills centers, success centers, educational development centers, or resource centers). The literature generally supports the efficacy of tutoring; however, many educators recommend that in order to be effective, these services must include a number of key characteristics” (Basic Skills Handbook, as can be seen in Appendix J in “Data”).

Best Practice:

5.1 “University of Georgia Review and Evaluation Study of the California Community College LD Eligibility Model”

5.2 In Cupertino, Ca at De Anza College, they started a program Basic Skills Assistance for the Disabled which is designed to “Ensure that students with disabilities have appropriate support services and accommodations. Assess for learning disability, if appropriate. Offer one level of basics skills below the developmental college level. Provide one to one professional tutoring with learning strategy/content specialists at the lowest levels. Assess for & provide, as needed--test accommodation, assistive technology, alternate media, in class note-taking, sign language interpreters/real time captioners, captioned films.”

ILO/Strategic Plan/Accreditation/BSI Strategy Addressed:

Strategic Plan Goal 1.2 “To implement a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness.”

Strategic Plan Goal Objective 2.2.3 “To define and improve student success.”

Strategic Plan Goal Objective 2.2.4 “To increase the advancement rate of students underprepared for collegiate level work.”

Strategic Plan Goal Objective 2.2.5 “To identify needs and develop action plans to effectively serve special student populations.”
Strategic Plan Goal Objective 3.1.3 “To provide employees with high quality professional development opportunities to enhance the teaching, learning, and service outcomes of our work.”

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

BSI Strategy A.6 “Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.”

BSI Strategy D.10 “Programs provide comprehensive academic support mechanisms, including the use of trained tutors.”

Cost:

Online services and additional staffing would have ongoing costs.
Detailed Needs Assessment: Noncredit (BASK and ESL)

Compiled by: Roger Barr

Need #1: A Coordinated Spanish Media and Print Outreach Campaign

Strategies:

1.1 The need would require a temporary (6-8 months) part-time classified position (ESL Outreach Planner) to develop a “permanent” outreach plan that would be comprehensive, self-standing and easily adapted so that the present ESL administrative staff would implement it and, with assistance from other AHC sources, would be able to make necessary changes.

ESL administrative positions have been reduced to one, the ESL Coordinator, presently a classified position. This position provides all direct administrative and support services, outreach included. Some community-based instructors believe that the Spanish-speaking public’s need is additional timely media and print coverage with more specific information about community-based sites. The responding instructors believe ESL instructors should be surveyed on this topic along with an accompanying request for their comments. In addition to the ESL Coordinator, AHC has 3 separate sources of publicity and print materials available for outreach. There are also three other sources of assistance in media and print outreach planning, coordination and implementation. They are Cordelia Rackley in Community Education, the AHC Public Affairs and Publications office, and Campus Graphics. The “ESL Outreach Planner” would have the time and expertise to search out community assistance.

Data:

1.1 The ESL program has, at any given time between 25 to 30 instructors at sites ranging from Santa Ynez and Buellton to Guadalupe. The Community Education complex has the largest number of classes per site, and it serves the entire spectrum of ESL: pre-A (lowest), B, C, and D. The complex is also where the great majority of ESL applications are taken and class assignments made. Students may also register at the community-based sites during class hours with some sites, classes, levels and hours subject to change from semester to semester.

1.2 The Santa Maria Bonita School District’s area population in 2000 was 76,839, of which 47,132, or 56.1%, were identified as Hispanic. In 2010, the District’s area population was 98,324, of which 70,859, or 72.1%, were identified as Hispanic. The Santa Maria Joint Unified High School District showed a similar growth pattern in its area. The District’s population in 2000 was 118,748, of which 58,097, or 48.9%, were identified as Hispanic. In 2010, the District’s population was 142,483, of which 86,728, or 60.9%, were identified as Hispanic. These two school districts exhibited 10-year growth of 28% and 20% respectively, but Hispanic growth in that 10-year span was 50.3% and 49.3% respectively. That is astounding growth of this general area’s Hispanic population. Few would doubt that ESL classes were more necessary in 2010 than in 2000, especially for newcomers to the area.
*Source: Selected data comes primarily from the greater Santa Maria area as a high majority of the Hispanic population resides in that general area as are a high majority of AHC’s Noncredit ESL classes. U.S. Department of Education/Institute of Educational Science and Census data (attached) shows a very considerable growth in Hispanic population in the areas served by Santa Maria’s school districts.

1.3 The following information was gleaned from AHC’s “ESL Noncredit Enrollment 1995-2000” (attached) using 1995, 2000, 2005 and 2010 data. The data shows that from 91 sections taught in spring of 1995, the numbers of spring sections dropped to 66 in 2000, a number that has remained fairly constant as spring 2010 section numbers were 67. However, ESL enrollments varied significantly from section numbers. For example, for 1995, spring enrollment was 2,150. The 2000 spring enrollment was 1,433 and that of spring 2005 was 1,688. The 2010 spring enrollment was 2,896. The full data for the years 1995 through 2010 shows spring semesters have the highest enrollment.

1.4 The data shows a sharp drop for spring enrollment from 1995 to 2000 (2,150 to 1,433), while spring 2005 enrollment moved up slightly to 1,688. 2010 spring enrollment significantly increases to 2,896, or 34.5% above the 1995 figure (a 15-year period) but only after years of smaller enrollment. Given that the two school districts’ Hispanic populations, in only a 10-year period, have risen by 50.3% (Santa Maria Bonita) and 49.3% in the high school district, there is a large and growing Hispanic population located in a large urban and rural area that needs to know about AHC’s Community Education’s ESL programs and class sites, days and hours.

Best Practices:

1.1 The source is “AskMetaFilter, (Blog)”: Do you know any tried and true methods of outreach to adult ESL program prospects? We need ideas for spreading the word about this program and hopefully, enrolling new participants. What has worked for your organization? We are involved in a grant-funded ESL-GED program for adults that provides free learning-centered child care during class time (emphasis added). The problem is that we are having trouble enrolling participants. We have mailed invitations to local prospects, included information with the paychecks of several local businesses, made home visits, and sent notices through the elementary school. All of our potential participants speak Spanish as their native language so we have asked Spanish-speaking contacts in the local community to help spread the word. What else can you suggest? If you’ve been involved in a similar program, what worked for you? This is a small town in Texas and we are limited to participants that reside in a specific area. posted by tamitang to education

The following are the two most appreciated answers- I was part of a project that looked at ways to improve delivery of literacy services (including ESL) in our community. We found there were several barriers to recruitment/retention, especially in marginalized populations; you may want to see if any of these apply to the people you’re trying to recruit:

- lack of childcare (you have addressed this already, which is great)
• lack of [access to] transportation (some programs offer transit passes/tickets)
• not enough trust built up between learners and the organization offering the program
• classes are held in a place that has negative connotations for learners (e.g., in our community, we have many residential school survivors who feel more comfortable in a non-school building like a community centre)
• learners fear looking or feeling "stupid"
• survival issues get in the way (e.g., people don't have adequate food or shelter; they don't have time to go to class because they are too busy trying to take care of their kids/elders; their work hours don't fit with class times)
• there may be negative cultural attitudes toward women being in school

One thing that seems to be effective in advertising ESL or literacy classes is stating upfront some of the concrete benefits/useful skills that will be learned in class. E.g. "You will learn how to write a resume and cover letter" "You will learn how to do your taxes" "You will learn how to help your children with their schoolwork" etc. (emphasis added) Good luck. As other posters have said, the problem you're facing is very common, but I think it can improve with time as people get to know and trust your program.

posted by hurdy gurdy girl at 12:23 AM on September 22, 2010 [1 favorite]

1.2 Two things that really helped our church-based ESL classes:

• Word of mouth--if your organization isn't well-known in the immigrant community, you need people within that community to vouch for you. We sent stacks of flyers with all our students. Help them take ownership in the success of the program and in helping their friends. (One of our students even went so far as to make his OWN flyers, which included my home phone number!)
• Formalizing our classes (strict attendance reqs., homework, etc.) and offering a certificate at the end of the course. We had been offering more of a drop-in style class previously and had fairly low attendance (and it was really hard to teach!). When we changed it to a ten-week "basics" course, we ended up having to add enrollment caps. Generally, the more you ask of people, the more they will step up.

posted by wallaby at 3:30 AM on September 22, 2010 [2 favorites]

Ongoing Costs: These costs are already occurring but may need an additional $1,000 to $2,000 annually pamphlet/ads design and printing.

One-Time Costs: There is sufficient and fully equipped office space in the “S” building. The estimated costs for the classified position for 8 months would be: salary – $19,800 ($25.00 per hour at 24 hours per week for 8 months), benefits-$4,786 (23.5% of salary plus .675% of salary). The total personnel cost is estimated at $24,586 rounded to $25K. Mileage and other expenses are budgeted at $1,500.
Need #2: Reading Supplements for ESL Students

Strategies:

2.1 Spanish speakers can, and do, utilize Spanish in virtually all life experiences and tasks such as radio stations, TV channels in abundance, newspapers, magazines, on-line sources, and local stores renting and selling DVDs, all in Spanish. Reading supplements would be one step in promoting more immersion in English experiences.

The expressed need is based on the lack of the vast majority of our ESL students to experience English reading on a supplemental basis. The need arises because so many of ESL students’ only regular encounter with English is in the ESL classrooms. A small number of ESL students are not Spanish speakers and function primarily in the English-speaking population.

Best Practices:

The ESL program has, at any given time between 25 to 30 instructors at sites ranging from Santa Ynez and Buellton to Guadalupe. The Community Education complex has the largest number of classes per site, and it serves the entire spectrum of ESL: pre-A (lowest), B, C, and D. The complex is also where the great majority of ESL applications are taken and class assignments made. Students may also register at the community-based sites during class hours with some sites, classes, levels and hours subject to change from semester to semester. AHC has an abundance of knowledgeable staff in ESL instructors, library services and the various aspects of the student resources service. It appears that the above sources would be able to jointly develop level-applicable packets at a reasonable cost. The ESL department is able to purchase the packets referred to in Chris Bourret’s article (see below) as samples for local consideration. In a discussion with Chris, he agreed to provide additional information if needed. Upon development of packets, ESL instructors could be enabled to “lend” these packets to students for specific time frames or sell them outright. Since such lent materials have a tendency to walk away and not return, instructors could be empowered to receive a deposit of a specific small packet’s worth that would be returned when the packet itself is returned.

Data:

2.1 Although the need for provision of supplemental reading materials would seem to be only an instructor observation or a comment on course-provided material, there is recent literature that backs this concept using what is called “reading packets”. In recent literature, the article’s author, Chris Bourret (Rhode Island resident), explores the use of out-of-school "reading packets" as a new learning option for adult English for Speakers of Other Languages (ESOL) students. “Since their spring 2008 debut, take-home packets have evolved into folders of pleasurable reading materials that high-beginner and intermediate ESOL students explore and react to outside of class. The packets are quite popular with students, and the "packet culture" that the author and students have fostered in class has led to a dramatic increase in the amount of time students spend reading English on their own.” The author reports that packet use has led to a noticeable increase in student self-efficacy and better student persistence, the latter
shown in hours of class attendance and student course completion rates. The author discusses how to use "reading packets" for ESL students and how to design, implement and model packets. He also references some important recent literature and suggested sources for reading packets (Adult Basic Education and Literacy Journal, v3 n3 p175-179 Fall 2009)

2.2 AHC has an abundance of knowledgeable staff in ESL instructors, library services and the various aspects of the student resources service. It appears that the above sources would be able to jointly develop level-applicable packets at a reasonable cost. The ESL department is able to purchase the packets referred to in Chris Bourret’s article as samples for local consideration. Upon development of packets, ESL instructors could be enabled to “lend” these packets to students for specific time frames or sell them outright. Since such lent materials have a tendency to walk away and not return, instructors could be empowered to receive a deposit of a specific small packet’s worth that would be returned when the packet itself is returned.

**Ongoing Costs:**
These costs are already occurring but may need an additional $1,000 to $2,000 additional for pamphlet design and printing.

**One-Time Costs:**
There is sufficient and fully equipped office space in the “S” building. The costs of instructors’ stipends and the lead instructor’s stipends are estimated at $2,000. Additionally, the purchase of representative “reading packets” would be budgeted at $200.00.

**Need #3: The time and expertise of a full-time ESL Resources Instructor**

The ESL Resource Instructor would coordinate and provide materials/assistance to achieve ESL instruction in sequential steps that lead from ESL Level A to D so that students can move on to higher levels more seamlessly (instructors starting with students at about the same levels of English abilities), students can move from one class to another (same level but other sites in cities and County as our students frequently move), and students realize the importance/value of attendance and perseverance. Although Basic Ed is open enrollment, the emphasis should be on attending full semesters (must address summer semester differently, perhaps heavier in review).

**Strategies:**

3.1 Expertise - The ESL Resource Instructor would provide ongoing instructor training and classroom support that includes (among others) curriculum development, new ideas in pedagogy, application of technology, and resources and supplemental materials.

3.2 Additionally, there is space on myHancock (perhaps a blog) for instructors to raise instruction-related questions and receive comments, ideas, etc. from other instructors and resource staff, and to inform instructors of updates (materials, technology, etc.) and related events. Primary sources of need data would be the instructors and the ESL Resource Instructor.
3.3 Time - Instructors with 6 to 12 hours of class per week tend to have **primary** daytime employment elsewhere, mainly as public school teachers. This creates time conflicts in classroom preparation. The time conflicts can be ameliorated by an experienced resource instructor position.

Data:

3.1 Here is an article that recently found but could not directly attribute an author- “Many factors can have an impact on learner participation in adult education programs. **Learner factors** include work schedules, family responsibilities, opportunities to learn and use English outside of an instructional setting, marital and family status, and personal motivation. **Program factors** include availability of classes, class schedules and locations, instructional setting, type of entry into the program (open or managed enrollment), length of courses and frequency of classes, and training and expertise of the teachers (National Center for ESL Literacy Education, 2003; Teachers of English to Speakers of Other Languages, 2003). Because of the growing demand for English as a second language (ESL) classes, qualified personnel to work with adult English language learners, and **appropriate resources to support these efforts** (emphasis added), critical issues have emerged in program design and instructional practice, professional development and teacher quality, and assessment and accountability.”

3.2 The ESL program has, at any given time between 25 to 30 instructors at sites ranging from Santa Ynez and Buellton to Guadalupe. The Community Education complex has the largest number of classes per site, and it serves the entire spectrum of ESL: pre-A (lowest), B, C, and D. The complex has classroom computers available to some ESL classes. Instructors teach a minimum of 6 hours per week with a maximum of 24 hours per week. Instructors with 6 to 12 hours of class per week tend to have **primary** daytime employment elsewhere, mainly as public school teachers. Although all classes are technically for 3 hours twice a week, some of the classes are, in effect, 4 days per week (or 12 hours). A few classes combine two ESL levels. The ESL semester mirrors that of AHC with 16-week spring and fall semesters and an 8-week summer session. As noted in the topic of ESL outreach, one respondent to a blog request for outreach ideas stated ” Two things that really helped our church-based ESL classes:...... 2. Formalizing our classes (strict attendance reqs., homework, etc.) and offering a certificate at the end of the course. We had been offering more of a drop-in style class previously and had fairly low attendance (and it was really hard to teach!). When we changed it to a ten-week "basics" course, we ended up having to add enrollment caps. Generally, the more you ask of people, the more they will step up.”

Best Practices:

The expressed need can be boiled down to instructor training and in-class support through resources and methodology. Those who instruct in the “S” building have a number of computer-based and other resources located in that complex. A Resource Instructor would assist in engraining those resources in, what is in effect, lesson plans based on sequential ESL
learning. As stated earlier, a good number of ESL instructors have daytime jobs, many in public education. The time needed to improve instruction runs in conflict with the requirements of daytime employment. Also, those instructing in community-based sites do not have the computer-based or other resources available at the “S” building.

Ongoing Costs:
The estimated annual cost for the full-time Resource Instructor position would be a salary of $53,500 (32-40 hours/week). Benefits cost would be $19,405 ($6,420, $361, and $12,624). Additional costs of mileage reimbursement, conferences, etc. is estimated at $3,500 per year. Materials and supplies for instructors and instructor training costs would be instruction budget items supplemented by yet unidentified sources. Space in myHancock is available at no cost.

One-Time Costs:
There is sufficient and fully equipped office space in the “S” building. There may be a need for miscellaneous expenses of $1,000.

Cost Offsets:
Annual costs can be offset in part by anticipated more regular student attendance in each level, (rising numbers of students per class), increased success in passing to and sticking to higher levels, higher staff satisfaction by supported clear and shared objectives, and perhaps reduced staff turnover.

Note: Cost estimates for stipends and training essentials for 20-30 instructors would range from $2,500 to $3,500 per session up to $10,000 to $11,500 per year. Some sessions may be level specific. It’s hard to imagine that, given the investment per semester for instructors and department staff, that Community Ed cannot provide that minimum annual funding.

Need #4: Provide ESL Students with opportunities to experience Interactive Technology

This need was presented as a means for advanced ESL students to have verbal interaction, one-on-one, with interactive technology. This is the ability to have students respond to verbal or written prompts and have responses processed by the technology. The need arises because so many of ESL students’ only regular encounter with English is in the ESL classrooms. A small number of ESL students are not Spanish speakers and function primarily in the English-speaking population. Spanish speakers can, and do, utilize Spanish in virtually all life experiences and task, have multiple radio stations, special TV channels in abundance, and local stores renting and selling DVDs, all in Spanish. They can, and do, shop, worship, etc. in Spanish, so much so that most avoid what would be valuable for them, i.e., immersion in English experiences.

Strategies:

4.1 Interactive technology has students respond to verbal or written prompts and have responses processed by the software which, in turn, prompts students based on success or lack of success in English pronunciation. This is, in effect, one-on-one verbal experience with each student able to access the student’s appropriate ESL level, proceed sequentially and at the student’s own pace. Instructors are able to access information on student progress.

Best Practices:
4.1 In a conversation with Christian Gardner, AHC Language Lab’s Instructional Assistant, the Lab has an ESL interactive computer-based program, CAN8. Further, the program was purchased! Utilizing CAN8 during the Language Lab’s open hours of 2:00 to 5:00 pm Monday through Thursday would avoid potential licensing problems and costs if CAN8 were to be first used in Community Education’s computers. Christian stated that an experimental program can be started, granted that the proper protocol is followed, i.e., request being made approvals sought.

Data:

4.1 While the data on non-credit students is apparently very limited, one study on interactivity appears appropriate. “Situation Dialogues in a Community College: English as a Second Language Curriculum” (ED504218, ERIC). In this study a tuition-free, vocational, (ESL) program offered at a large community college suffers from high attrition as well as student dissatisfaction with curriculum (i.e. decreasing number of students passing from one level to the next). The purpose of this quasi-experimental, longitudinal study was “to assess the effectiveness of a specific (ESL) curriculum supplement as an intervention to alleviate the twin problems of high attrition and student dissatisfaction in this program. Two high-level (ESL) classes were selected for comparison.” The study sought to discover whether the implementation of this highly interactive, structured dialogue technique would result in increases in attendance, retention, and student satisfaction while simultaneously yielding a positive impact on standardized test scores. The findings of the study indicated that “the quantitative differences between the two groups in several of the outcomes metrics were statistically negligible; however, qualitative data obtained from the experimental group indicated that a great majority of students were highly satisfied with the dialogue methodology and derived substantial benefits from it. These benefits included a greater facility for practicing speaking and an opportunity to assimilate valuable idiomatic phrases and new vocabulary.” The study recommends that adult (ESL) classes make further use of interactive situational dialogue methodologies. The study infers that students interacting with technology would provide the same benefits but may not be worth a heavy investment. Since AHC already has made the investment, (see Best Practices), an experimental program would be indicated.

Best Practices:

4.1 In a conversation with Christian Gardner, AHC Language Lab’s Instructional Assistant, the Lab has an ESL interactive computer-based program, CAN8. Further, the program was purchased! Utilizing CAN8 during the Language Lab’s open hours of 2:00 to 5:00 pm Monday through Thursday would avoid potential licensing problems and costs if CAN8 were to be first used in Community Education’s computers. Christian stated that an experimental program can be started, granted that the proper protocol is followed, i.e., request being made approvals sought.

Startup and Ongoing Costs:

These costs would be minimal during the experimental phase as present instructors and students would be able to use two hours of interactive time at no cost for use of the CAN8 program. Some incidental costs for printing, etc. would be comparable to regular classroom costs. Anticipated more regular student attendance would most likely provide an excess to
costs (the cap not withstanding). Projected benefits also could include increased success in students passing to and sticking to higher levels.
Appendices

Appendix A: Basic Skills Summit Outreach Materials

基本技能峰会

April 8th, 2011  
Allan Hancock College  
G 106 A & B  
9am-3pm

“无论多么艰难，坚持攀登。这可能是通向顶峰的最后一步。”  
Diane Westlake

请加入您的同事，共同参与一个跨学科讨论，讨论基础技能目标、策略和成果的一天。
Basic Skills Summit
April 8th, 2011
Allan Hancock College
G 106 A & B
9am-3pm

“Whatever the struggle, continue the climb. It may be only one step to the summit.”
Diane Westlake

Please join your colleagues for a collaborative discussion of cross-discipline Basic Skills goals, strategies, and outcomes.

Facilitators from English, Math, LAP, Noncredit, and ESL are already collecting data.

To RSVP or if you’d like more information, please contact Kelly Underwood at ext. 3501 or kunderwood@hancockcollege.edu.
Basic Skills Summit

April 8th, 2011
Allan Hancock College
G 106 A & B
9am-3pm

“Whatever the struggle, continue the climb. It may be only one step to the summit.”
Diane Westlake

Please join your colleagues for a collaborative discussion of cross-discipline Basic Skills goals, strategies, and outcomes.

Refreshments will be provided. Lunch on your own.

To RSVP or if you’d like more information, please contact Kelly Underwood at ext. 3501 or kunderwood@hancockcollege.edu.
Appendix B: Summit Proposal

BASIC SKILLS INITIATIVE ACTIVITY PROPOSAL 2010—2011

Division/Dept: Learning Resources/Writing Center

Proposed by (Name & extension): Kelly Underwood

Additional Activity Personnel: Jason Estes, Jacki Belknap, Grace Ng, Roger Barr, Margaret Tillery

Activity Category (Select Only One):

___Organizational/Administrative Practices  ___Program Components

_X__Faculty and Staff Development  ___Instructional Practices

BSI Strategic Category:

_X__Program/Curriculum Planning & Development  ___Articulation

___Student Assessment  ___Instructional Materials/Equip.

___Supplemental Instruction/Tutoring  ___Advisement/Counseling

___Other directly related to basic skills, ESL and related programs

Description of Effective Practice not met (if known) or Need:

From BSI:

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.3. Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

From AHC Strategic Plan:

Objective 2.1.5: To define and assess outcomes that support student learning in administrative service units.

Objective 2.2.3: To define and improve student success.

Objective 2.2.4: To increase the advancement rate of students underprepared for collegiate level work.
Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

Objective 3.1.3: To provide employees with high quality professional development opportunities to enhance the teaching, learning, and service outcomes of our work.

Description of Activity:

To coordinate and facilitate a Basic Skills Summit (mirroring the Transfer Summit of 2004). Basic skills departments and services will gather to discuss methods to increase student success and retention in basic skills courses.

The Summit will address “success factors,” review best practices, and develop a proposal for improving success.

Instead of recruiting department chairs or senior faculty to facilitate small group discussion during the Summit (as was done for the Transfer Summit), new and part-time faculty will facilitate. This addresses the BSI drive for greater inclusion of new and adjunct faculty in BSI projects.

Prior to the Summit, facilitators will gather student outcomes data, “interview” their departments to determine agenda items, and prepare student “cases” and delineate “success factors” for review and discussion. The Summit coordinator(s) will collect, format, and bind the facilitators’ findings for distribution at the event.

The coordinator(s) will also compile the data, cases, best practices, and proposed implementation strategies into a formal Summary Report.

Below is the timeline for the activity:

<table>
<thead>
<tr>
<th>Nov/December 2010</th>
<th>Identify facilitators from all participating departments (ESL, English, Math, LAP, Counseling)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2011</td>
<td>Facilitators’ meeting #1</td>
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<tr>
<td>February 2011</td>
<td>Facilitators’ meeting #2</td>
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<tr>
<td>March 2011</td>
<td>Facilitators’ meeting #3</td>
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<tr>
<td>April 2011</td>
<td>Summit</td>
</tr>
<tr>
<td>June 2011</td>
<td>Summary Report Due</td>
</tr>
</tbody>
</table>

Budget (Please include tax/shipping if applicable):

Five facilitators:

- $80.00 per meeting x 3 meetings = $240 each x 5 = $1,200 (including 7.2% for benefits)
- $223 (5.5 hours @ $40.00) and $17.28 (approx. for mandatory benefits)
- Facilitating Summit = $300 each x 5 = $1,500 (including 7.2% for benefits)
- $278 (approx 6.95 hours @ $40) and $21.60 (approx. for mandatory benefits)
Data gathering/time mtg with departments = 14 hours x $40/hour = $600 each x 5 = $3,000 (including 7.2% for benefits)

$556 (approx. 14 hours @ $40) and $44 (approx. for mandatory benefits)

Cost per facilitator = $1,140

Total Cost = $5700 (all cost based on $40/hr rate and 7.2% for benefits for part-time faculty)

Need an adjustment of $50 for the difference in benefits for a full-time faculty member (Margaret Tillery) to represent LAP

Coordinator(s):

$1,140 $1000 + Summary Report @ $3,000 = $4000 (includes 7.2% part-time faculty benefits; stipend will be paid on June 1st)

Meeting Room: AHC campus location = $0

Food: President’s Budget

Total: $9,700 (facilitators/coordinator) + $50 adjustment for ft. benefits + $100 adjustment for printing costs = $9,850.00
## Basic Skills Summit 2011 Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00am</td>
<td>Welcome</td>
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<tr>
<td>9:05-9:20</td>
<td>Introduction: Basic Skills at AHC</td>
</tr>
<tr>
<td>9:20-9:30</td>
<td>Review Discipline Needs Assessments (whole group)</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Disciplines: Review Assessment</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Review Data (whole group)</td>
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<tr>
<td>10:00-10:15</td>
<td>Disciplines: Review Data</td>
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<td>10:15-11:00</td>
<td>Disciplines: Present Needs Assessment(s) and Data to the group</td>
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<tr>
<td>11:00-11:15</td>
<td>Conclude morning session/set afternoon agenda</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Prioritizing Needs and Strategies (Table Groups – Interdisciplinary)</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Break</td>
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<tr>
<td>1:30-2:30</td>
<td>Prioritizing Needs and Strategies (Whole Group)</td>
</tr>
<tr>
<td>2:30-3:00pm</td>
<td>Timelines/Next Steps, Survey</td>
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Appendix D: Summit Presentation Slides

Basic Skills Summit  
Spring 2011

Facilitators

Learning Assistance Program:  
Margaret Tillery

Counseling:  
Yvonne Teniente

Noncredit:  
Roger Barr

Math:  
Jason Estes

ESL:  
Grace Ng

English:  
Jacki Belknap
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<tr>
<td>1:30-2:30</td>
<td>Prioritizing Needs and Strategies (Whole Group)</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Timelines/Next Steps Survey</td>
</tr>
</tbody>
</table>

**Objectives**

Participants in the summit will establish discipline needs, address success factors, review applicable data and best practices, and develop a proposal for improving success for all Basic Skills students.
AHC Mission

Mission Statement:
Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

2010 Accreditation Report:
Allan Hancock College’s intended student population is all students within the district service area and distance-education students who can benefit from our instructions. Meeting the needs of our diverse community means that we view providing basic skills education, transfer-level programs, and career and technical training as equally important.

Needs Assessments

Developed by the disciplines, via their facilitator, these needs are meant to address student success.

• Needs will be tied to Success Factors

Needs were developed over a period of three months and underwent multiple revisions.

Each participant has a packet containing the needs assessment of each Basic Skills discipline/program.
According to the Basic Skills Initiative, “70 to 80% of students in the CCC” perform below college level in English and Math.
Data
Spring 2011 # of Basic Skills Sections per Discipline (as per Schedule of Classes)

- **Math**
  - 63 Sections
  - Total = 116 sections of credit Basic Skills

- **English**
  - 30 Sections
  - Total credit and noncredit sections = 137

- **ESL (Credit)**
  - 17 Sections
  - Approx. 4,425 students or more than ¼ of spring enrollment

- **Reading**
  - 6 Sections

- **Noncredit BASK**
  - 21 Sections

- **Noncredit ESL**
  - over 1,000 student

---

Data

<table>
<thead>
<tr>
<th>College</th>
<th>Transferable Credit FTES</th>
<th>BS CR</th>
<th>BS NCR</th>
<th>VOC CR</th>
<th>VOC NCR</th>
<th>TOT CR FTES</th>
<th>TOT NCR FTES</th>
<th>TOTAL FTES</th>
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<tr>
<td>Allan Hancock</td>
<td>6,748.8</td>
<td>917.3</td>
<td>454.1</td>
<td>4,025.1</td>
<td>479.1</td>
<td>9,361.6</td>
<td>1,109.0</td>
<td>10,470.6</td>
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</table>

Data from AY 2009-2010

Total Basic Skills = 1,371.4 FTES or 13%
## Planning Spreadsheet:

### Basic Skills Summit 2010

<table>
<thead>
<tr>
<th>Department:</th>
<th>Need</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Data</th>
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</table>

<table>
<thead>
<tr>
<th>Best Practice</th>
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<tbody>
<tr>
<td>ILO/Strategic Plan/Accreditation/BSI strategy addressed</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost:</strong> (Please indicate whether cost is ongoing or onetime)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Survey Results

Survey delivered to all Summit participants via a link to Survey Monkey.

Response Summary

<table>
<thead>
<tr>
<th>Question</th>
<th>Answered Question</th>
<th>Skipped Question</th>
<th>Highest Priority</th>
<th>Somewhat Important</th>
<th>Lowest Priority</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>DownloadCreate Chart 1. Mandatory student orientations (including faculty advisors and follow-up with Counseling).</td>
<td>25</td>
<td>0</td>
<td>40.0% (10)</td>
<td>16.0% (4)</td>
<td>16.0% (4)</td>
<td>12.0% (3)</td>
<td>4.0% (1)</td>
</tr>
<tr>
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<td>Show Responses</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>DownloadCreate Chart 2. Mandatory START testing for all 1st time and returning students.</td>
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<td>32.0% (8)</td>
<td>40.0% (10)</td>
<td>12.0% (3)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
</tr>
<tr>
<td>Comments:</td>
<td>Show Responses</td>
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<td></td>
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</tr>
<tr>
<td>DownloadCreate Chart 3. Professional development for faculty to address needs of the Basic Skills population.</td>
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</table>
### 3. Professional development for faculty to address needs of the Basic Skills population.

<table>
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<th>Please rank this need.</th>
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<th>16.0% (4)</th>
<th>24.0% (6)</th>
<th>0.0% (0)</th>
<th>0.0% (0)</th>
<th>8.0% (2)</th>
<th>0.0% (0)</th>
<th>0.0% (0)</th>
<th>3.36</th>
<th>25</th>
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</table>

Comments: 1

### 4. Require a certification and ongoing training for faculty teaching Basic Skills (like we require for teaching distance learning). - Negotiated Item; Requires Bargaining

<table>
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<th>Somewhat important</th>
<th>Lowest priority</th>
<th>Rating Average</th>
<th>Response Count</th>
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</thead>
<tbody>
<tr>
<td>8.0% (2)</td>
<td>16.0% (4)</td>
<td>20.0% (5)</td>
<td>12.0% (3)</td>
<td>16.0% (4)</td>
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Comments: 0

### 5. Expand and ensure equitable student access to support services (including extended hours, summer availability, distance learning modality, etc.). These services include the Math Center, Learning Assistance Program (especially in DL), the Writing Center, etc.

<table>
<thead>
<tr>
<th>Highest priority</th>
<th>Somewhat important</th>
<th>Lowest priority</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.0% (10)</td>
<td>20.0% (5)</td>
<td>16.0% (4)</td>
<td>12.0% (3)</td>
<td>12.0% (3)</td>
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Comments: 6

### 6. Developmental Program Coordinator (duties include bridging the gap between Credit/Noncredit and coordinating professional development activities for Basic Skills); Advisory committee to ensure faculty and administrator participation/buy-in.

<table>
<thead>
<tr>
<th>Highest priority</th>
<th>Somewhat important</th>
<th>Lowest priority</th>
<th>Rating Average</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>32.0%</td>
<td>12.0%</td>
<td>20.0%</td>
<td>8.0%</td>
<td>4.0% (1)</td>
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</table>
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<table>
<thead>
<tr>
<th>need.</th>
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<th>(3)</th>
<th>(5)</th>
<th>(2)</th>
<th>(2)</th>
<th>(1)</th>
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<th>(2)</th>
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</table>

7. More trained student peer facilitators in Basic Skills classrooms.

<table>
<thead>
<tr>
<th>Highest priority</th>
<th>Somewhat important</th>
<th>Lowest priority</th>
<th>Rating</th>
<th>Response</th>
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</thead>
<tbody>
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<td>8.0% (2)</td>
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<td>25</td>
<td>skipped question</td>
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<td></td>
</tr>
<tr>
<td>comments:</td>
<td>Show Responses</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

8. Address basic academic survival skills (including uses of technology) and anxiety via additional/enhanced PD courses and learning communities/cohorts.

<table>
<thead>
<tr>
<th>Highest priority</th>
<th>Somewhat important</th>
<th>Lowest priority</th>
<th>Rating</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>answered question</td>
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<td>skipped question</td>
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<tr>
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</table>

9. Restore and expand learning disability assessment and services.

<table>
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<tr>
<th>Highest priority</th>
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<th>Rating</th>
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</tr>
<tr>
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<td>25</td>
<td>skipped question</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
9. Restore and expand learning disability assessment and services.

10. Implement course advisories and/or requirements for eligibility.