CRAFTON HILLS
C O L L E G E
Basic Skills Initiative

Request for Funding

Name: Jonathan Anderson   Date: 5/5/2017

Phone: 909-831-3760   Email: janderso@craftonhills.edu

Approximate Cost: $2940   Department: English

Funding will benefit students in basic skills: (Check all that apply)

- [ ] Math 952
- [ ] Math 942
- [ ] Math 953
- [ ] Math 943
- [ ] Math 903
- [x] Reading 980
- [x] English 976
- [ ] Other programs or services

Funding will be: (Check one)
- [x] One-time
- [ ] Annual (maximum length: 2 years)

Type of funding:
- [ ] Supplies
- [ ] Training
- [x] Stipend
- [ ] Other
- [ ] Travel/conference (Please attach AC-9 and skip the itemized funding table for all conference/travel requests)

Note: conferences that are out-of-state or over $1000.00 require board approval. Please communicate with your Division Dean for application and approval time lines.

*Please see the rubric for most successful awarding and send the completed form as an attachment to Souts Xayaphanthong at sxayaphanthong@craftonhills.edu and Patricia Quach at pquach@craftonhills.edu.

Written Justification:

Please describe your or your organization's involvement with Basic Skills students:

Crafton Hills College is pro-actively involved with Basic Skills best practices for the benefit of its students. We have a large Basic Skills Initiative (BSI) Committee that researches, discusses, and advocates for the recruitment and retention of BSI students. The English and Reading department plays a significant roles in Basic Skills courses, which are focused on its students and their academic success, including AA level and transfer courses. Accelerated courses (like those being researched at the CAP conference in this study) have proven effective alternatives to traditionally-paced courses for retention, throughput, and achievement of short and long-term educational goals for student starting college at the Basic Skills level. Research into "acceleration" is needed in English and Reading for our campus to continue its service to Basic Skills students.

Please specifically explain how the requested funding supports the BSI Goals: for improving outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning from high school.

"A national survey of 70,000 community college students found that 40% of students with 'A' GPAs in high school were placed into remedial courses . . . When Butte College doubled student access to college English, . . . 40% of students who would have been previously classified as remedial earned A's and B's in the course" (California Accelerated Project). CAP has proven to help successfully streamline the transition from high school to community college and to increase the proportion of students who complete college-level math and English in their first year. CAP works to coordinate innovative classroom design and instruction with academic support services to increase pathways to student success. Our specific study will collect data on our own students and current course structures and combine this with data driven studies from the CAP conference to make evidence-based decisions in Basic Skills education. BSI funding will help English faculty access creative and innovative educational ideas specifically attuned to Basic Skills education.

Please detail how the information learned will be shared with the campus community:

Upon researching the various successes and challenges of applying CAP principles to our current course designs in English and Reading, the research(ers) (please see attached job description) will conduct a pilot study to compare students starting at the Basic Skills level (English 976/Reading 980) who participate in an "accelerated" model with those Basic Skills students who move through our current "traditional" model of scaffolded courses. Based on those findings, and on research into other "accelerated" models, the researchers will make recommendations for changes in course design to help increase student retention, throughput and achievement of short and long-term goals. These findings will be shared in a Strategic Plan delivered to the English department, Academic Senate, support services such as the Tutoring Center, and to any other interested parties or departments.
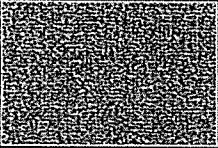
Itemized expense(s):

Proposed Vendor, Item, or Event	Item Description	QTY	Unit Cost	Line Total
Training Activity Supply	Keynote speaker/trainer	1	$800	$800
Training Activity Supply	Post-it	1/12pk	$30.00	$30
Summer 2017 Research	CAP research, Campus study setup, Spring 2018 Pilot research	20 hours	$49/hr	$980
Fall 2017 Pilot Setup	Design/Implement Spring 2018 Accelerated Pilot courses	20 hours	$49/hr	$980
Spring 2019 Strategic Plan	Study Spring 2018 Pilot Cohort. Write Strategic Plan.	20 hours	$49/hr	$980
				$1960.

Signature: Jonathan B. Anderson   Digitally signed by Jonathan B. Anderson   Date: 2017.05.05 14:48:30 -07'00'   Date: 2017.05.05

Rubric for BSI Requests for Funding

Item	1 Point	2 Points	3 Points	Total
Involvement: A detailed description of how the requester or their organization is involved with BSI students.	Little or no evidence to support involvement with Basic Skills students.	Some evidence to support involvement with Basic Skills students.	Detailed evidence to support involvement with Basic Skills students.	3
Correlative: A detailed description of how the funding's use will correlate to specific parts of the BSI action plan.	Little or no evidence to support correlation with the BSI action plan with no specific sections of the action plan mentioned.	Some evidence to support correlation with the BSI action plan with specific sections of the action plan mentioned.	Detailed evidence to support correlation with the BSI action plan with many specific sections of the action plan mentioned.	1
Itemized Costs: A detailed and complete itemization of costs was presented.		Itemized cost missing some details.	Detailed itemized cost provided.	3
Campus/Community Impact: Commitment to the dissemination of information and the results of project/activity.	BSI Committee presentation.	Professional Development presentation.	Implementation of activity.	3
At least 9 points are required for funding. Of those 9 points, 6 must be earned with the *Involvement* and *Correlative* categories.			**Total Points**	1 6
Funding awarded*: $				

BSI Chair/Coordinator: _____   **Date:**

BSI Funding Administrator: _____   **Date:**

*If funds are awarded, documentation of implementation of the funds will be required.

CAP Study Objectives:

- Develop short and long-term strategies for designing and implementing accelerated courses for English/Reading.

Short-Term Planning and Projects:

- Establish criteria for **English 976/Reading 980** instructors to fast-track highest-functioning **"Basic Skills writers/readers"** into (Pilot) Spring 2018 Accelerated English 010/101.
- Distribute criteria to **English 976/Reading 980** instructors at the beginning of Fall 2017.
- Develop methodology with Keith Wurtz to track/study **"Accelerated Basic Skills" students'** performance through English 102 and compare to "traditional-track" **Basic Skills** students' performance through English 102.
- Assess number of course offerings needed for (Pilot) Spring 2018.
- Develop courses for (Pilot) Spring 2018.

Long-Term Planning and Projects:

- Study impact of "acceleration" on **"Basic Skills Writers (those starting in English 976/Reading 980)"** retention and success in later courses.
- Find alternative, accelerated pathways to improve retention and throughput with **Basic Skills writers.**
- Study current accelerated course offerings and revise course guidelines to make accelerated courses unified/cohesive.
- Based on the outcomes of Wurtz's data, determine whether current "accelerated courses" are serving students' needs.
- Develop other possible accelerated course designs in **English 976/Reading 980**, 010, 101, and 102.
- Study necessary "support network" (i.e. tutoring) for accelerated **Basic Skills** students.
- Assess needs for faculty training in accelerated courses.
- Train faculty.
- Incorporate changes/revise accelerated courses offered in 2019/2020 AY.

Projected (Initial) Costs

Summer 2017 (20 hours): CAP research, campus research study setup, and Spring 2018 Pilot research.

Fall 2017 (20 hours): Pilot courses design, coordination, staffing, and implementation.

Spring 2019 (20 hours): Research Assessment and Strategic Plan.