



# College Success Skills Initiative Request for Funds Proposal

<b>Contact:</b>	Audrey Green
<b>Project Participants:</b>	College Success Skills Task Force
<b>Title :</b>	The name of your activity.
	Release time for English curriculum review and alignment
<b>Amount &amp; Budget:</b>	Total amount of funds requested and detailed budget.
	Adjunct instruction: \$5000 Benefits: \$1000
<b>Use of Funds</b>	Briefly describe your activity. Please be specific.
	<p>20% release time to re-evaluate the basic skills curriculum in English. The evaluation and revision process includes:            Data collection on retention, success and completion for 2006-07 and 2007-08 for English 071, 081 and 091.            Work on revision of curriculum as determined by the English Curriculum subcommittee            Re-consideration of textbooks used            Consideration of supplemental instruction            Consideration of unit values of classes, existing and proposed            Work in conjunction with noncredit to identify potential gaps in curriculum that can be filled through noncredit            Investigate how to integrate assignments related to career technical education curriculum into foundation courses</p>
<b>Timeline</b>	Timeline of your activity? One time or on going activity?
	<p>Spring 2009-Fall 2009 (February 2009-December 2009)            There is the potential this activity could take 3 semesters</p>
<b>College of the Canyons CCSI Priorities</b>	<p>The self-assessment identified the areas of concern listed below. Within one or more of these areas, please explain what outcomes you hope to achieve with your proposed activity.</p> <ul style="list-style-type: none"> <li>• Professional development related to basic skills</li> <li>• Curriculum development</li> <li>• Coordination/Organization</li> <li>• Coordination of Student Services and Instruction</li> <li>• Research</li> <li>• Innovation within Instruction</li> </ul> <p>Please make references to the priorities identified in the Action Plan.</p>
	<p>Work with institutional research to monitor student success.            A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.            Re-evaluate the basic skills curriculum with a focus on sequence, skill- and knowledge-building            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).            D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).            D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.            D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.            D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.            D.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.            D.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge</p>

<b>Other Initiatives</b>	How will you coordinate your activity with other campus initiatives? Funding under CCSI should be connected with other campus work without duplicating current efforts.
Coordinate with workgroup that is currently evaluating and proposing to implement supplemental instruction options for students.	
<b>Program Evaluation</b>	Please briefly describe the metrics you will use to assess the effectiveness of the program/activity.
Development and implementation of revised or new curriculum that addresses the needs of basic skills students.	
<b>Channels for Dissemination</b>	Please describe how you intend to disseminate information to faculty and staff on the status and evaluation of the proposed project? Be specific.
Dissemination will occur at English Department meetings, College-wide faculty professional development forums and other meetings as appropriate.	

Audrey Green  
(Signature of Requestor)

1/14/09  
(Date)

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(Signature of Department Chair/Supervisor)

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(Date)