

Basic Skills Funding Request 2015-2016

PROJECT TITLE: _____

RESPONSIBLE PERSON(S) _____

Basic Skills Funding prohibits the use of funds to supplant. Supplanting is the process of redirecting funds from existing resources or programs. This means that if the project is or was already in place and funded by the college, Basic Skills Funds may not be redirected to pay for the same project.

Describe rationale or need and intended outcome, target population, and estimated number of students impacted:

If this is a NEW project, please clearly explain how you will ensure that basic skills and/or ESL students will benefit from this project. If this is a CONTINUING project, please provide specific evidence of basic skills and/or ESL student success in your project.

Effective BSI Practice (see Attachment I). Please explain how this project is directly linked to or supports one or more Effective BSI Practices.

College Goals and/or Strategies (see Attachment II). Please explain how this project is directly linked to or supports one or more College Goals and/or Strategies:

How do you plan to integrate this project with current college/department/discipline structure? Does this plan currently leverage any other funds besides Basic Skills Funding, such as Student Success and Support Program (SSSP) or Student Equity Plan (SEP) funds? Please explain.

Please indicate the strategy in your Program Review that this proposal addresses?

How do you plan to “scale up” this project to serve a larger number of students? Please explain what steps and/or resources would be needed to accomplish a larger impact.

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	<p align="center">Basic Skills 2015-2016 Goals</p> <p>Goal A: Refine basic skills courses and programs and scale up successful basic skills courses and programs at Irvine Valley College based on extant research and data to improve student success, retention, and transition to college-level courses.</p> <p>Goal B: Share and institutionalize to the degree possible successful techniques and best practices that, based on research, help developmental students achieve their academic goals.</p> <p>Goal C: ESL faculty will assess, plan, and implement programmatic redesign or changes that will significantly improve outcomes for students planning to advance to college/transfer level courses at IVC and investigate the possibility of non-credit courses.</p> <p>Goal D: Provide professional development and sharing of best practices for basic skills instructors in order to improve student success and retention.</p> <p>Goal E: Develop campus-wide discussion of basic skills best practices among faculty across disciplines and as part of the Student Equity Plan and SSSP Plan in order to coordinate efforts, share best practices, and leverage funds to maximize impact on student success.</p>		
Description of Activity	Identify which goal(s) each activity supports	Responsible Person(s)	Target Date for Completion

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Formalized Assessment Description

What data and process do you plan to use to evaluate the effectiveness of the activity?

i.e. faculty/student surveys, retention statistics, CI Track or log-in sheets, etc.

Type of Data Collection <i>i.e. Student Experience</i>	Instrument <i>i.e. Survey</i>	Responsible Party <i>i.e. Faculty-driven questions with assistance from Academic Support research staff</i>

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Directions: Please insert the dollar amount to be allocated for each appropriate category. If you feel that your project falls under multiple categories, please break down the amount you believe will be allocated for each category. The total amount requested should equal the sum of all the categories.

Category	Amount Requested
A. Program, Curriculum Planning and Development	
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	
E. Course Articulation	
F. Instructional Materials and Equipment	
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student services programs	
	Total Amount Requested:

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Note: All awardees will be required to report out to the Basic Skills Workgroup on an ongoing basis. All funding is tentative pending allocation from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

The following criteria will be used to evaluate and prioritize Funding Requests submitted to the Basic Skills Workgroup. The initial screening will be completed by the BSI workgroup comprised of the BSI Coordinator, Dean Instruction, & Economic Development, BSI faculty and submitted to the Institutional Effectiveness Committee for consent. In addition, current and previous Basic Skills Initiative allocations will be taken into consideration in the recommendation of high-cost projects. The recommendation from this workgroup will be forwarded to the corresponding Committees.

Basic Skills Rubric – Criteria	Total Points = 100
Outcome and Target Population – Is the project outcome and target population clearly explained. Is there clear evidence how basic skills and/or ESL students will be directly impacted by this project?	20
BSI Effective Practices – Is the plan aligned with and inclusive of the BSI effective practices recommended by the State Chancellor's Office? (see Attachment I)	10
College Goals and Strategies - Does the plan reflect and support any of the Five Primary College goals and/or strategies detailed in the College's Strategic Plan (see Attachment II)?	10
Self-Sustaining – Does the plan demonstrate the capacity to become integrated within the college/department/discipline?	15
Program Review – Has this implementation plan been included in any previous Program Review? No = 0, Yes = 5	5
Scale Up – Does the project have a plan to “scale up” and have a larger impact?	15
Activities – Are the activities and time line attainable? Are the activities aligned to reach the intended target population and outcome?	15
Clear Strategy for Evaluation and Revision – Does the plan demonstrate a clear process for evaluation?	10

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Basic Skills as a Foundation for Student Success in California Community Colleges entire publication can be found at: <http://www.cccbsi.org/publications>

Note: The categories listed are broad but more detailed descriptions of these practices and specific examples can be found in the full publication.

BSI Effective Practices:

A. Organizational and Administrative Practices: Institutional choices concerning structure, organization and management have been related to the overall effectiveness of developmental education programs. The following effective practices have been identified in this area.

- A.1 Developmental education is a clearly stated institutional priority.
- A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A.3 The developmental education program is centralized or is highly coordinated.
- A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7 Institutions manage faculty and student expectations regarding developmental education.

B. Program Components: According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs.

- B.1 Orientation, assessment, and placement are mandatory for all new students.
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
- B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities, and are provided with assistance to apply for and acquire financial aid.

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C. Staff Development: According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be underestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis. Specific training is one of the leading variables contributing to the success of a variety of components of developmental instruction, including tutoring, advising, and instruction.

- C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- 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.
- C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D. Instructional Practices: Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners.

- D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental education faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

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IRVINE VALLEY COLLEGE GOALS AND STRATEGIES

2014-2020

IVC 2014-2020 Strategic Goals

Goal 1: IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Goal 2: IVC will promote students' success by enhancing the teaching and learning environment.

Goal 3: IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Goal 4: IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

IVC 2014-2020 Strategic Objectives

1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.

1.3 Improve the representative process through active engagement and communication.

1.4 Increase professional development opportunities that potentiate employees' talents and interests.

1.5 Improve training for all employees to increase district wide understanding of organizational structure, resources, processes and procedures.

2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

2.2 Increase employee professional development opportunities that focus on student success outcomes.

2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.

3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

3.2 Improve alignment between workforce development offerings and regional job opportunities.

3.3. Provide relevant, innovative, and appropriate workforce training.

3.4. Improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts.

4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.

4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

4.3 Develop and initiate multi-year financial planning.