

## **2007-08 ACTION PLANS FOR ESL/BASIC SKILLS**

**6.2**

### ***INFORMATION AND REPORTS***

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### **Issue**

In 2007-08, all of the California community colleges submitted Action Plans that guided the completion of their English as a Second Language/Basic Skills (ESL/basic skills) Expenditure Plans, both of which were due in the System Office on May 1, 2008. Academic Affairs staff examined the Action Plans, reviewed the use of ESL/basic skills funds allocated to the colleges, and summarized findings in a report entitled: *Basic Skills/English as a Second Language 2007-08 Action Plan Review*. While the colleges were completing the Action Plans and initiating their implementation, numerous activities, funded through the 2007-08 ESL/Basic Skills professional development grant, were conducted. Through this grant, regional workshops and other events assisted the colleges with the completion of the Action Plans and with their implementation.

### **Background**

To succeed in college level courses, students must demonstrate certain levels of proficiency in ESL/basic skills, essential to academic success. The *Board of Governor's Strategic Plan* in 2006 included the goal of Student Success and Readiness focused on ESL/basic skills. To support basic skills improvement, the System Office commissioned a study of developmental education. The completed work included an extensive review of the literature, a self assessment tool, and a cost/revenue model for developmental education programs. Based on this literature review, each of the colleges performed a thorough basic skills self assessment that resulted in a plan of action. Through such discussion and analysis, each college developed a detailed Action Plan in 2007-08 for making improvements in serving the large number of incoming students who need one or more courses in ESL and/or basic skills.

The colleges were allocated a total of \$31.5 million in 2007-08 to begin implementing their Action Plans. With these funds, allocated on an ESL/basic skills full-time equivalent student (FTES) basis, the colleges completed Expenditure Plans guided by their Action Plans. In the Expenditure Plan, each college essentially specified the areas in which it would utilize its ESL/basic skills funds.

Essential to effective completion and implementation of the Action and Expenditure Plans were the activities conducted through the 2007-08 ESL/Basic Skills Professional Development Grant. Through this grant of \$1.6 million awarded to Foothill College, numerous workshops and other activities were conducted, enabling college faculty, staff and administration to engage in efforts that included analyzing basic skills student data, reviewing the colleges' equity plans, examining curricular offerings and discussing changes, reflecting on effective ways to integrate instruction and student services, and considering various teaching strategies designed to increase student learning. The workshops and related information sharing and networking opportunity assisted the colleges in completing their Action Plans and helped them begin implementation. It is important to note that while the regional workshops were planned, the event planners carefully reviewed the colleges' Action Plans in order to ensure that topics of greatest interest and need were included on the agendas.

Other 2007-08 grant activities that will be shared fully through future professional development events include student equity plan evaluation and completion of three literature review addenda focusing on high school transition to post secondary education, adult education transition to post secondary education, and diversity. Finally, the infrastructure for establishing a central repository of successful practices was established.

## **Analysis**

In the process of reviewing the 2007-08 Action Plans, it became evident that the colleges have made a commitment to developmental education and have designated it as an organizational priority. To that end, the colleges will make a large number of improvements in this area. All of the 26 effective practices described in the literature review were included in the Action Plans. Some were noted in about 33 Action Plans while others were included in 80 or more Plans. A review of the Expenditure Plans conveyed that, in support of these effective practices, the colleges plan to encourage staff development, provide additional tutorial support, engage in curriculum planning and development, and address counseling, student services, and assessment needs.

It was evident from the review of the Action Plans that the colleges clearly recognize and support the need for on-going professional development. Not only did they include participation in the grant's workshops and other events in their Plans, but they shared goals to provide additional professional development at their own campuses and through site visits and off-campus retreats.

## **Conclusion**

This item is presented for the Board's information.

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