QUARTERLY ACTIVITY REPORT

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With late formal notification of the grant award, Board approval was not obtained until August 11, 2016. Thus, no budget could be established for this grant prior to that date. This process was not completed until September 2016. Additionally, this delayed approval to hire a Basic Skills Program Manager and Department Assistant, which are currently in interview stages for hire.

Since the College was intent on starting the activities for this grant during the summer, funding for these initial activities were obtained from the College’s annual Basic Skills Initiative funds, SSSP funds, and a Federal Department of Education Title V grant. This provided the initial foundation to be able to execute the BSSOT goals in the Fall semester without delay.

Progress on Objective 1 – Improved Placement – High Impact Intervention 1

Activity 1 – Hire Fulltime Staff (proposed completion date August 2016)
   After Board approval of the grant on August 11, 2016, the approval to hire the two fulltime positions (Basic Skills Program Manager and Basic Skills Department Assistant III) were approved. Applicants for these positions are currently being reviewed for hire with expected start date for both positions to be in November, 2016.

Activity 2 – Develop a new high school math course for seniors equivalent to ERWC (proposed completion date January 2017)
   Three College faculty have been identified to begin this process.

Activity 3 – Ensure multiple measures placement using junior year cumulative GPA’s. (proposed completion dates August 2016 through December 2018)
   Incoming students who graduated in May 2016 had their high school transcripts assessed, including their junior year GPA’s, to determine placement into to appropriate English and mathematics courses in the College. These students also took the Accuplacer reading, writing, and math exams, and the higher of the two multiple placement methods was used to place students. High school GPA values were entered directly into a field in Accuplacer to allow for an automated comparison to determine highest placement.
   Additional efforts have been started to prepare for the transition of the multiple measure process to the State common assessment. At this time, it appears that this will need to be a manual process, ant the budget submitted with the grant application included some compensation for a Technician in the Admissions and Records Office to accomplish this until an automated process can be developed.
Activity 4 – Track and correlate success rates for multiple measured students. (proposed completion dates December 2016 – December 2021)

Since the BSSOT funds were not available in time, SSSP funds were used to give a faculty member (Eleonora Hicks) release time for the 2016-17 academic year to begin the process of collecting and analyzing the relationship between placement using junior year GPA and 1st semester course success rates. Initial collection of high school records, data from Accuplacer, and College course schedules was started on September 12, 2016.

Activity 5 – Develop Adult School multiple measures processes (proposed completion date January 2019)

This activity has not yet been started.

Progress on Objective 2 – Co-Requisite Remediation – High Impact Intervention 2

Activities 1-4 – Startup and Scale-up Math/English Study Hall processes (proposed completion dates August 2016-July 2019)

After discussion about the high-school connotations of the name “study hall”, faculty and administrators discussed a name for this initiative that was more engaging. Thus, the proposed “Study Hall” initiative in the grant was renamed “Extended Classroom” initiatives. This allows faculty to direct students to the Extended Classrooms for their courses instead of a Study Hall.

Since the BSSOT funds were not available in time, Title V grant and Basic Skills Initiative funds were used to provide faculty with special compensation agreements in July and August to startup math (ACDV B72 Basic Arithmetic and Pre-Algebra and MATH B60 Beginning Algebra) and English (ENGL B53 Reading, Reasoning, and Writing) Extended Classrooms.

During July, three compressed sections of ACDV B72 were restructured to require students who were not getting at least a 70% on daily quizzes to go to the Extended Classroom area for the course. When there, an ACDV B72 faculty member worked with the students to improve their knowledge. These students were then allowed to retake the appropriate daily quizzes. Students who were performing satisfactorily on quizzes were allowed to attend the Extended Classrooms voluntarily. Attendance data was collected manually on paper, and this was recently transferred to an Excel spreadsheet. The RP Group is currently assisting the College in the development of the best process to analyze the impacts on student success, which appears to have been very positive. We are finalizing this analysis and will report those details in the next quarterly report.

During July and August, English and math faculty met twice with administrators and academic support staff to work on the details to start Extended Classrooms for MATH B60 and ENGL B53. Faculty were compensated using Basic Skills
Initiative funds. The biggest challenge was finding appropriate space on campus, as the College has rapidly grown its student population and number of faculty to the point that unused space is impossible to find. Just prior to the start of the Fall 2016 semester, the floor plan of the Writing Center was restructured with temporary partition walls to divide up new space for the English Extended Classroom and the MATH B60 Extended Classroom, which is near but not part of the Math Learning Center. Equity funds were used to hire two new fulltime math learning specialist who are present in the MATH B60 Extended Classroom for most of the school day. Supplemental Instruction sections were expanded for the targeted courses, and dedicated space in the SI area was established. Additional writing specialists were hired, and English and Math faculty were approved for special compensations to participate up to 30 hours during the Fall 2016 semester, including organizational meetings and actual time assisting in the Extended Classroom areas. The additional staffing and faculty special compensations for Fall 2016 will be paid out of the BSSOT grant, but hours will not submitted for payment until Oct. 3, 2016.

In total for the Fall semester, Table 1 summarizes the number section and students which have Extended Classrooms where faculty are actively working to get students to remediate missing knowledge. Although other funds were leveraged to help start this initiative, this would not possible without the commitment of BSSOT funds for the next three years.

Table 1. Main Campus Extended Classrooms for Fall 2016

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Sections</th>
<th>Census Enrollment</th>
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</thead>
<tbody>
<tr>
<td>ACDV B72</td>
<td>14</td>
<td>454</td>
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<tr>
<td>MATH B60</td>
<td>17</td>
<td>554</td>
</tr>
<tr>
<td>ENGL B53</td>
<td>12</td>
<td>328</td>
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Activity 5 – Track student usage and course success. (proposed completion dates August 2016-July 2019)

During July 2016, the only means available for the College to track student usage of the ACDV B72 Extended Classroom was paper sign-in sheets that were manually transferred to Excel. In 2015, the College had started a contract with Engineerica to allow for the use of their AccuSQL program to track student usage of academic support services. This was funded using the Basic Skills Initiative funds. The system was only partially implemented on a few computers with a manual login and out process for students. To address the need to track and report weekly student usage of the Extended Classrooms, BSI funds were used to purchase student ID scanners and to hire Engineerica consultants to connect the login stations to the College’s student database (Banner). Staff involved with the Extended Classrooms were trained on how to use the system, and weekly reporting processes are being developed to send faculty email reports automatically for all of their students in the targeted courses. This will allow the College to equate student usage of the remediation Extended Classrooms directly and immediately to in-class progress and end of the semester success.
Progress on Objective 3 – Embedded Student Support and Basic Skills Scheduling – High Impact Interventions 3 and 5

Activities related to this objective have not yet started.
# Quarterly Expenditure Statement

Contact Name: Stephen Waller
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<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Line</th>
<th>Grant Budget Expenditures</th>
<th>Expenditures to Date</th>
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I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: ___________________________  Date: Sept. 30, 2016

Authorized Signature

District Chief Business Officer: ___________________________  Date: ___________________________

Authorized Signature
*Note: Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.