

ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

1. California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

1. Enter Today's Date

09/24/2015

2. Basic Skills Coordinator Contact Information

2. Please fill out the form below to update the college's Basic Skills coordinator.

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Name

Fulks

Title

Interim Dean of Student Success and Precollegiate Studies

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3. How do you prefer to be contacted?

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3. The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS

- 1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.**
- 2. Please ensure each item is completed.**
- 3. Please follow the instructions on page 1 regarding how to submit signatures.**
- 4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.**
- 5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.**

Contact: If you have any questions regarding program expenditures or the submission of the online form, please send your questions to basicskills@cccco.edu.

4. Basic Skills Program for 2015-16 narrative response.

Respond to the following 5 questions:

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

Bakersfield College has under-taken three main strategies to institutionalize our primary BSI funded projects. 1) The BSI projects that have shown a great deal of success in student support services are being institutionalized through hiring full-time employees replacing temporary employment initiated with BSI funding. Supplemental Instruction (SI) & Critical Academic Skills (CAS) now have a program manager and a single physical location. The writing center also has a full-time director. 2) With regards to curriculum faculty from academic development, English, ESL and Math have attended a variety of professional development opportunities in order to re-assess and recreate remedial pathways. Basic skills funds were used to complete several research projects and to support professional development. The result has been implementation of accelerated and compressed curriculum that has shown great success and in many cases will replace the longer pathways BC traditionally had for remediation in these disciplines. 3) Implementation of multiple measures has provided great opportunity to better assess and place students. Integration with SSSP and Equity funding has created a process (through a program called Making it Happen) started with about 500 students, scaled up to over 1600 and slated for all first-time freshman applicants in the spring. Local high schools are providing their high school GPA, EAP and AP score data. BC is collaborating with our local CSU and high schools to address student remediation prior to college which should produce better preparation before college, more efficient and effective remediation, and shorter time to completion.

The tutoring center is internationally certified (SS-203) through CRLA and offers free online tutoring. 800-1200 students are tutored by approximately 80 faculty-recommended tutors each semester. Approximately 80% of the tutoring hours are for remedial courses.

Both Learning Communities (compressed coursework) and Supplemental Instruction are expensive, but effective in increasing success and becoming more institutionalized. Effective placement is key: if students who would most benefit with "just in time" delivery of pre-requisite materials are accurately identified, they can be placed in appropriate sections. If we can't afford to nurture all the students, perhaps we can learn to better identify the ones that need nurturing the most.

What are the obstacles to doing so?

The obstacles to fully institutionalizing the BSI projects involve expenditure constraints – these services are primarily on the “wrong-side” of the 50% law and our college carries 64.9% of the 50% law for the district. This expenditure limitation on categorical funding, that mirrors SSSP and Equity, means that we have difficulty buying things necessary to provide student support services equipment such as white boards for our Supplemental Instruction, furniture for student work stations, and creation of physical places for students to study (e.g. study halls). SSSP cannot be used to support tutoring, supplemental instruction and other follow-up services so General Fund dollars must be used and this impacts the 50% law negatively.

Other limitations include that BC has no campus-based, on-site researcher. Furthermore the research office at the district is entrenched with requests making it difficult to get real-time data. The lack of data has contributed to delays in tracking students and providing adequate information about both accelerated and compressed coursework as well as implementation of multiple measures outcomes. We have contracted outside research groups (RP, WestEd, and Peter Bahr) but the Independent contractor process is laborious, time consuming and requires many months before approval. This inhibits real-time implementation of data-driven decisions.

Institutionalizing Habits of Mind (HoM) has been problematic due to the lack of funding for a faculty lead that is reassigned to do this work. The district has greatly restricted reassign time for faculty thereby reducing any instructional faculty participation outside of classroom work.

Obstacles to increasing and institutionalizing tutoring include the physical lack of space, increased noise levels, lack of computer availability, printers and climate control problems. Currently BSI funding cannot be used for furniture or construction so one potential option is online tutoring. Both SI and tutoring have had repeated difficulty with hiring of student tutors. The process on the campus has been developed, but it appears that the district office processes are not timely or aligned with campus needs.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

The programs that have been expanded using BSI funding include Supplemental Instruction, the Writing Center, tutoring and multiple measures placement.

Supplemental Instruction which began supporting 7 class sections in Spring 2014 is now supporting over 80 sections in the Fall of 2015.

Summer Bridge for first-time students has scaled up from 140 students to over 500.

The writing center has increased the number of students served through scheduled and drop-in appointments serving over 1000 students each semester with over 1500 appointments.

The tutoring center has expanded by 35% started providing presentations (professional development) to faculty during FLEX week and summer institutes to increase faculty participation and knowledge about available services.

Assessment has moved from an “on-campus testing format” only, to a matriculation process done on the high school campuses and in one-day matriculation events at the college. This assessment process incorporates multiple measures to more accurately place students. Beginning with 500 students in Spring 2014, the process was scaled up Spring 2015 to over 2000 students and is slated for all first-time students in 2016. Through changing to a web-based placement testing platform combined with training counselors to implement additional measures where student GPA is considered, we have successfully increased student completion of remediation by reducing the pathway and placing them more accurately.

This is all integrated with the SSSP work and completion of matriculation pathway to contribute to success in basic skills.

Orientation Assessment ASEP or SEP General Counseling Follow up Services Other Services Academic/Progress Probation Services

2012-13 8261 7572 9169 6750 4 N/A N/A

2013-14 8672 7881 8060 8691 2 N/A N/A

2014-15 10565 10318 17097 29116 N/A 20602 1067

Compressed and accelerated courses have been implemented in Academic development (reading and study skills as well as lowest math and English levels), English, ESL, and Math. Success rates in these courses lead BC to conclude that scaling up these course offerings could significantly improve our success rates. Although these courses could not be incorporated into the BSI data submission format, we know from external data analysis that the increased success and pass through volume are making huge changes in the gateway English and math completion, as well as the overall remedial pathway completion. The current reporting format does not effectively report our true success rates in these courses.

ACDVB61

11-13: 0 sections

13-15: 9 sections/261 enrolled

15-17: (Projections based on 15/16 data) 28 sections/790 enrolled

ACDVB72

11-13: 0 sections

13-15: 10 sections/300 enrolled

15-17: (Projections based on 15/16 data) 28 sections/790 enrolled

ENGL B53

11-13: 12 sections/340 enrolled

13-15: 42 sections/1202 enrolled

15-17: (Projections based on 15/16 data) 66 sections/1850 enrolled

Math California Acceleration Project (CAP). BC was selected for the CAP through 3CSN this year. A new Math B65 that accelerates student through Algebra and Intermediate Algebra to a Statistics pathway is currently going through the curriculum approval process. This pathway serves 70-80% of our students in majors other than STEM and course offerings will begin with four sections in Spring 2016. The math department currently offers 3 compressed sections of elementary and intermediate algebra and 2 sections of compressed pre-algebra/elementary algebra.

How were you able to successfully accomplish the process of expanding or “ scaling up” these successful projects and programs? (Please provide descriptions for each project/program).

The Making it Happen scale-up was primarily due to increased SSSP funding and the hiring of positions that facilitate the work.

SI was scaled up and accomplished through leveraging STEM, BSI, and Equity funding and combining training and coordination across programs. In addition, we have hired a dedicated Student Support Program Manager to cover areas of the Writing lab, SI, Tutoring and CAS. We have a dedicated full-time director of the writing center and we have expanded the faculty leadership in our Delano center for CAS, SI and tutoring. It is clear to us that these projects need champions, coordinators and people dedicated to integrating across the student services and instruction fields. The ability to hire these positions has been key to scaling up every area. Unfortunately, our tutoring and writing center structure needs to be examined before we can scale up these areas.

The major success factor has been leadership; leadership from our president and key deans in the decision-making process. Another factor contributing to success was faculty participation in statewide initiatives such as EPI, CAI, CAP etc. BC has identified, implemented and scaled up high impact practices including placement based upon multiple measures, accelerated and compressed and accelerated curriculum, support services that address group and individual needs, as well as mentorship and classroom interventions guided by Habits of Mind. Professional development has played an important role in educating and training a critical mass of faculty and staff to provide collaboration and capacity to scale up and integrate efforts.

How are you integrating your basic skills efforts with your college's SSSP plans?

Bakersfield College students are primarily first generation and 81% are not prepared for college. SSSP funding has allowed BC to reach out to high schools to discuss curriculum alignment for better student preparation. Coordination with high schools to complete matriculation steps early have been funded through SSSP. Extended orientation (bridge) has started new students off with extensive guidance improving success through basic skills. SSSP funding in our assessment and multiple measures implementation have had a huge positive effect on Basic Skills placement. Where supplemental instruction has been used for general education courses, Equity funding has been used to deliver direct services to specific populations.

How are you integrating your basic skills efforts with your college's Student Equity plans?

BC is integrating its basic skills efforts with the Equity plan. Since 81% of BC students are under-prepared (basic skills) this represents a challenge. Students that have basic skills needs register for courses with no prerequisites, but are often not successful because they lack basic academic skills garnered in basic skills courses which include reading techniques, study skills, research, citation skills, critical thinking, math skills, critical reading and writing. A recent SLO assessment of critical thinking skills revealed that at our lowest basic skills course levels, students did not score high on critical thinking; however, the higher level basic skills demonstrated a higher level of critical thinking and response to the assessment. The general education courses, without prerequisites, demonstrated low critical thinking scores, many lower than the basic skills courses. After reviewing the student populations involved in these courses (predominantly students meeting the identified disproportionately impacted student groups) BC was able to expand supplemental instruction with increased success in basic skills classes and those General Education courses without prerequisites. Preliminary data show an increase in average course grades across the board for students attending SI sessions with even greater gains realized for those who attend 6 or more SI sessions.

Cohorts of Bakersfield College FTIC, degree-seeking students placed in any level of English remedial coursework and tracked over 3 years to completion of the last developmental course improved by 16.9% from 2009-2010 ending 2012-13 cohort to the 2011-12 ending 2014-15 cohort. These data include increases among typically underserved, at-risk student populations and Hispanic students (16% increase) narrowing the achievement gap. Increases for African American students (↑ 7%) were notable but did not narrow the achievement gap.

A comparable increase was exhibited in students placing in any level of math remedial coursework with a 22% increase in the 2011-12 cohort compared to the 2009-2010 cohort. Again Hispanic student success narrowed the achievement gap with a 16.4% improvement.

4. Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 below, you need to access the [Basic Skills Cohort Progress Tracking Tool](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link.

<https://www.youtube.com/watch?v=opNNhlizi1o>. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL .

https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1

The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that YouTube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5. To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

There was no significant change ($z=.64$ & $p=.2626$) in the success of English writing coursework over these two time periods, as determined by the formula and data requested in the BSI report. However, BC has created an accelerated course (CB21 levels B+A) that has been very successful and has increased overall success. Unfortunately, the formulas used for reporting did not allow entry of these courses because they span two CB 21 levels. In addition, BC has been placing students using multiple measures (high school GPA and senior year fall semester English grade); this practice has resulted in better English success in the last year and in a 71% decrease in placement in remedial English as well as a BC's longitudinal 3-year cohort data (Successful completion of developmental instruction) indicate a steady and significant upward trend. Comparing BC's initial (baseline) 2009-2010 cohort to our most recent cohort (2011-12 ending 14-15) successful English remedial completion increased 16.9% (from 21.3% to 24.9%).

English-Reading Discipline

The English reading discipline showed a significant decrease in success using the formula and data requested for the BSI report ($z=2.62$ & $p=.044$). However, reading has also reduced the number of courses in the sequence and the accelerated course has become the most common reading course students are placed in. Again because this course covers two CB 21 levels, it is not included in the data for the BSI report. The use of the new accelerated courses is moving students more quickly and in larger numbers to college level coursework. In addition, the new multiple measures is placing students into higher reading levels through the use of GPA and EAP scores).

Mathematics-Discipline

The math data, using the BSI reporting format, shows a significant increase in success ($z=2.72$ & $p=.0033$). Remedial math has been taught in compressed patterns, which account for some of the success, but has not been taught in accelerated coursework during this time period. Two accelerated courses will be taught in this next year (arithmetic & pre-algebra CB 21 D & C, as well as an algebra & intermediate algebra accelerated course). Although these courses accelerate students through the remedial pathway with higher success and higher through-put or total number of students successfully completing the sequence, they would not be captured in the reporting format used in this BSI report because they span 2 CB 21 levels. BC's longitudinal 3-year cohort data on successful completion of developmental math indicate a steady and significant upward trend in Math with a 22.0% increase in success rates (from 19.1% to 23.3%).

Math faculty have participated in Week Zero in collaboration with MESA efforts to increase student success. More math faculty are involved in Habits of Mind and are using SI. The curricular changes resulting in new accelerated courses will contribute to a shorter time to completion as do the 2 compressed courses currently offered in math. New developments in the math department include continuing to explore innovations in the sequencing of algebra courses, including the possibility of removing the pre-algebra pre-requisite from the Beginning Algebra course. As needed, pre-algebra topics would be provided "just in time" to specific cohorts so they could complete the algebra sequence in 12 units instead of the current 14 units.

ESL-Integrated Discipline

Not applicable no integrated ESL at BC.

ESL Writing-Discipline

ESL-writing data show a significant increase in success using the BSI reporting format ($z=2.57$ & $p=.0051$). This is attributed to numerous factors including the development of compressed coursework offered in learning communities and placement methods that shift students to appropriate levels within the first week of each semester. The ESL faculty are reviewing curriculum and placement testing procedures in order to implement changes in the coming year.

ESL Reading-Discipline

The ESL reading showed no significant change among the cohorts in the BSI reporting format ($z=.12$ & $p=.4516$). The placement methodology in ESL where students are moved to appropriate levels within the first week of classes has resulted in many students being placed in the writing coursework, rather than ESL reading (about half the students).

Please use this space to upload files that contain charts or graphs for the narrative response for question #5.

[BC ATD 2015 Student Success Elements Disaggregated May2015 \(3\).pdf](#)

[Question 5 worksheet 1505261512 Bakersfield FINAL \(2\).xlsx](#)

[Basic Skills Data.pdf](#)

6. Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter “Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

No

English-Writing Discipline

Did not use any noncredit courses for this area

English-Reading Discipline

Did not use any noncredit courses for this area

Mathematics-Discipline

Did not use any noncredit courses for this area

ESL-Integrated Discipline

Did not use any noncredit courses for this area

ESL Writing-Discipline

Did not use any noncredit courses for this area

ESL Reading-Discipline

Did not use any noncredit courses for this area

Copy of Please use this space to upload files that contain charts or graphs for the narrative response for question #6.

5. Long-Term Goals (5 yrs.) for ESL/Basic Skills

7. Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

2014-15 GOALS

- A. The percentage of students who begin at two levels below transfer level composition and successfully complete freshman composition within four years will increase by 1% annually in 2015-2016, 2016-17 and 2017-18.
- B. The successful progression rate of students from four levels below transfer (ACDVB77 Arithmetic) to three levels below transfer (Math 50 Pre-algebra) will increase by 5% by 2017-18 over the 2010-11 rate.
- C. The number of students placing into two levels below transfer level composition and four levels below transfer level in mathematics will decrease by 1% in 2015-16 over 2009-10 rates.

Last year the Basic Skills dean left in the summer and the reporting was done by an interim dean unfamiliar with basic skills data and coursework. This year the Basic Skills committee met again for the first time in many years and created more aggressive and relevant 5-year goals. The minor goals of 2014-15 were exceeded this year.

For Goal A Cohorts of Bakersfield College FTIC, degree-seeking students placed in any level of English remedial coursework and tracked over 3 years to completion of transfer level English composition increased from 74.7 to 77.1% outstripping last year's goal.

For Goal B curricular success and development of accelerated courses (one spanning arithmetic and prep-algebra, the other spanning algebra and intermediate algebra) resulted in a decision to eliminate ACDV B77 and either place students in a lab to increase skills or accelerate students through the new coursework. Therefore this goal which identifies courses that will be curtailed or replaced – is no longer relevant. The BSI reporting data showed a significant increase in success in these courses and student progression through them.

For Goal C placement levels in composition and math. Were super-ceded by a complete shift in placement practices as a result of multiple measures and new testing practices. Students shifted to placement in higher level coursework far exceeding the 1% target.

For this reason all new goals were developed for the 2015-16 long-term 5-year goals. In an attempt to align Basic Skills and Equity goals, as well as Basic Skills and Achieve the Dream goals, the following were adopted.

- A. Increase remedial English, Math, and Reading three year cohort success by 10% including a 10% increase in African American success rate.
- B. Increase student support services participation rate by 10% by scaling up writing center, tutoring, supplemental instruction and Habits of Mind.
- C. Research the effectiveness of the Basic Skills interventions (curricular changes, Bridge, SI, Writing Center, tutoring, Success Lab, and Habits of Mind) to determine future decision and budgeting direction.
- D. Evaluate and leverage funding to support technology and instructional supplies needs in basic skills.
- E. Coordinate and implement professional development relevant to curricular innovations and success interventions

	activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Fu
Activity #1	Longitudinal research accelerated & compressed course success rates compared with traditional course success rates (English, Math, Reading, and ESL). General fund will support scale-up of classes. Equity funding will analyze cohort success, course offerings and support service participation for disproportionate impact among specified student populations for student success.	A,C,E	09/15/2018	Research Consultant/Dean of Student Success	Instruction	Completed & distributed research study by July 2017. 10% increase in course success (all disciplines) including a 10% increase in African American success.	45
Activity #2	Coordinate and implement professional development on accelerated and compressed courses, and student success support services such as the Writing Center, Tutoring, Supplemental Instruction, Student Success lab, Math Lab, Habits of Mind and Summer Bridge	A,B,E	09/15/2018	Dean of Student Success	Instruction	Professional development schedule and attendance by over 100 faculty and staff.	40

Activity #3	Evaluate and develop effective basic skills course curriculum, potentially additionally accelerated & compressed courses.	A,E	06/15/2016	Research Consultant/ Dean of Student Success	Instruction	Completed & distributed research study by July 2016. Department meetings with data coach lead discussions.	10
Activity #4	Research effectiveness of basic skills student success interventions (Writing Center, Tutoring, Supplemental Instruction, Student Success lab, Math Lab, Habits of Mind and Summer Bridge)	A,B,C,E	06/15/2016	Dean of Student Success	Student Success/Instruction	On-campus professional development involving a minimum of 100 faculty and staff by June 2017. Completed & distributed research study by July 2016.	30
Activity #5	Analyze, redesign and scale-up student support services (writing center, tutoring, supplemental instruction, student success lab, math lab and study centers).	A,B,C,D, E	06/15/2017	Dean of Student Success/ ACDV Chair	Instruction	Increase student access to support services by 10% as indicated by participation numbers.	10

11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

Yes

7. Action Plan Template (Additional Activities)

12. Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Fu
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	to understand the general scope and elements of your activity.						
Activity #6	Scale-up student support services (writing center, tutoring, supplemental instruction critical academic skills workshops and library) at Delano Center.	B,D,E	06/30/2017	Dean of Student Success / Delano Director	Instruction	Increase student success within cohorts using the services by 5%.	250
Activity #7	Research the effectiveness of the Habits of Mind (HoM) interventions to determine future decision and budgeting direction.	B,C,E	06/30/2016	Dean of Student Success/Contracted Researcher	Instruction	Research report due by 09/30/2016. Program review documentation will provide data-informed outcomes for future direction.	100
Activity #8	Determine and support technology, equipment and facility needs for basic skills and support services.	A,B,C,D,E	06/30/2017	Dean of Student Success	Instruction/IT	Student satisfaction survey will indicate improved services and self-reported improved student success.	100
	Support current and scaling-up			Dean of Student		Program review documentation 10/30/2016 will indicate substantive scale-up to services. Increase student success within cohorts using the services by 5%. Increase student access to support	

Activity #9	Supporting costs related to student support services.	A,B,E	06/30/2017	Success/ ACDV chair	Instruction/ACDV	services by 10% as indicated by participation numbers. Completed & distributed research study by July 2017. 10% increase in course success (all disciplines) including a 10% increase in African American success.	120
Activity #10	Support instructional and non-instructional materials needs for remedial courses and student support services.	A,B,D,E	06/30/2017	Dean of Student Success	Instruction	Program review documentation 10/30/2016 will indicate needs met.	800

13. Do you want to add another (second) additional page to enter more activities? If yes check the Yes button.

No

8. Action Plan Template (Additional Activities)

14. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #11							
Activity #12							
Activity #13							
Activity #14							
Activity #15							

15. Do you want to add another (third) additional page to enter more activities? If yes check the Yes button.

No

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #16							
Activity #17							
Activity #18							
Activity #19							
Activity #20							

17. Do you want to add another (fourth) additional page to enter more activities? If yes check the Yes button.

No

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #21							
Activity #22							
Activity #23							
Activity #24							
Activity #25							