



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

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

California Community Colleges 2015-16 Basic Skills Initiative Program

Welcome to the California Community Colleges 2015-16 ESL/Basic Skills Initiative online submission process. This online form and process is designed to collect information on the goals, activities and expenditures for colleges in the 2015-16 fiscal year. Prior to clicking on the "Submit" button you will be given an opportunity to review the information you have entered into the online form. You can go back to the appropriate page and correct any errors or omissions. At the conclusion of the online process you will be emailed a PDF copy of your submission to review for errors and omissions.

This online process is part of a dual method of submitting information. The first part is the submission of the information into this online form.

The second part of the procedure is the completion of a certification form by senior college officials who certify that the information submitted via the online process is accurate and true. The certification form titled, BSI-001 ESL/Basic Skills Certification Form, requires original signatures from the following individuals:

- 1. Chief Executive Officer,**
- 2. Chief Academic Officer,**
- 3. Chief Business Officer,**
- 4. College Academic Senate President, and**
- 5. Basic Skills Coordinator**

This form can be accessed at the following

URL: <http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSeconLanguage.aspx> Please print this form and obtain the required signatures.

NOTES: Reminder that in 2015-16 the only funds that can be carried forward is the 2014-2015 allocation:

- (1) Colleges now have TWO (2) years to expend funds and
- (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office. When prompted enter the total planned expenditures by category through the expiration of the funds on July 1, 2016.

SAVE AND CONTINUE BUTTON

This online form contains a "Save and Continue" button located at the top of the page. This button allows the user to save their information and continue it at another time and/or on another computer. In order to save information on a page you must go to the next page and click on the "Save and Continue" button. The form will ask you for your name and email address and will send you an editable link to access your incomplete form. If you do not go to the next page and perform this function the information on the current page will not be saved.

ESSAY QUESTIONS/RESPONSES

Essay Questions/Responses in this form has unlimited space for characters and words and will not be constrained by the amount of text that is entered.

1) Enter Today's Date

September 7, 2015

Basic Skills Coordinator Contact Information

Please enter the information for the primary Basic Skills Contact.

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

First Name*: Madelyn

Last Name*: Arballo

Title: Dean, School of Continuing Education

District: Mt. San Antonio College

College: Mt. San Antonio College

Email Address*: marballo@mtsac.edu

Phone Number*: 909-274-5228

Fax Number: 909-274-2937

Mobile Phone*: 909-519-8022

3) How do you prefer to be contacted?

Phone

Email

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

This page describes the process of submitting the online form for the California Community Colleges 2015-16 Basic Skills Initiative.

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?

Some larger basic skills projects have become institutionalized, including the Pathways to Transfer project and basic skills bootcamps. Instruction for both is covered by district funds.

What are the obstacles to doing so?

Institutionalizing BSI-funded programs has been challenging, especially due to the high numbers of basic skills students attending Mt. SAC. Although the college's budget has improved and credit matriculation/SSSP funds have been restored, Mt. SAC is still recovering from several years of inadequate funding needed for critical services to students. The increased college budget has been prioritized to other critical areas, such as replacing gravely outdated equipment, restoring permanent positions that were left vacant for multiple years, hiring full-time faculty, and addressing critical infrastructure gaps. Moreover, there is a disparity in noncredit SSSP allocations as compared to credit SSSP allocations. Several of Mt. SAC's BSI projects support large noncredit basic skills populations in transitioning to college and work. Noncredit programs have few alternative resources to fund direct services to basic skills students.

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)

Most of the projects supported by BSI funds already serve a large number of students, and this trend continues. One of the largest project expansions occurred in noncredit basic skills programs. There was an increase in access to academic support by 496 unduplicated noncredit students from the previous year. This is a success and addresses Mt. SAC's long-term goals of

increasing annually the percentage of basic skills students who participate in basic skills funded interventions. One smaller project that has shown growth is the Pathways to Transfer (PT²).

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).

- Noncredit basic skills projects

Noncredit projects include peer tutoring, faculty tutoring, reading intervention, counseling, early-alert interventions, and faculty curriculum development. In 2014-15, Mt. SAC allocated additional instructional funding for noncredit basic skills programs that provided students with pathways to college and/or work. Thus, most projects directly supporting noncredit students successfully scaled up access of direct services, such as counseling and tutoring. Although funding has increased for noncredit students, there are still not sufficient resources to serve the large number of noncredit students at Mt. SAC.

- Pathways to Transfer (PT²)

This project is a successful learning communities program that provides credit students with a unique opportunity to complete a sequence of three math or English courses in two terms (summer/fall or winter/spring). BSI funding supports tutoring for the basic skills courses within each link. Pathways to Transfer began with 4 linked sequences and this has grown to 8 cohort links. The success in scaling up this project resulted from Mt. SAC providing additional instructional dollars that allowed program facilitators to increase the number of links, thus serving more students. Furthermore, other categorical funds were leveraged to support and grow this project.

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

Mt. SAC's BSI plan has historically been committed to increasing the progression of basic skills students towards the completion of certificates, degrees, increasing employment readiness, and attaining transfer status. Projects have been prioritized to focus on direct services to basic students via counseling, early alert and intervention, and orientation to college which aligns with the Student Success and Support Plan. In fact, several noncredit projects have combined SSSP funds and basic skills funds to support noncredit students in completing their programs and transitioning to college or work. As the SSSP Plan is in full implementation for credit and will soon be for noncredit, it is evident that more campus-wide discussion is needed on integration of both plans.

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

The College's BSI plan and student equity plan contain objectives that work in tandem and target disproportionately impacted basic skills students. Both plans encourage research for specific populations, including basic skills students, to provide specialized support that will improve academic success. The following are activities outlined in the Student Equity Plan that are directly related to basic skills: 1) providing additional support services to first-generation noncredit ESL and VESL Career Path students who declare college pathways as their ESL

learning goal and who are transitioning to credit course enrollment; 2) creating learning communities combining various student cohorts for basic skills, low income and first-generation college students; 3) providing culturally relevant professional development for ESL/basic skills faculty to encourage connecting with students and engaging them individually in class; 4) developing a sequence of learning community models for Bridge programs so that students are able to complete basic skills courses and transition to college-level courses; 5) developing and expanding Pathways to Transfer, allowing students to complete three math or English classes in three terms (guaranteed enrollment in the subsequent classes with success), along with 1-unit support course to promote success strategies and Supplemental Instruction/Tutors in the Classroom; 6) expanding and enhancing tutorial services, learning strategies interventions, and other learning support services; 7) Continuing to offer summer “Boot Camp” sessions for incoming students and student athletes to review test-taking skills and basic math and writing concepts; 8) researching the impact on student success of delaying registration in math, English, or reading basic skills courses, “stopping out” of a basic skills sequence, or getting C grades; 9) Evaluating noncredit basic skills student “leavers,” to determine barriers to completion, provide intervention, and improve outcomes.

In several projects, including those that provide tutoring and counseling, both funds are combined to support common students and objectives. As the Student Equity Plan enters its second year of full implementation, more campus-wide discussion will take place on how to combine efforts with integration of both plans.

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](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 You Tube 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.

Data from the Basic Skills Cohort Tracker compared two Mt. San Antonio College basic skills cohorts in 2011-2013 and 2013-2015 to determine completion of transfer-level courses. Specifically, the cohorts compared were in English Writing, ESL Writing, and Mathematics, from four levels below transfer courses. Students included in this comparison were taking their first basic skills course in the first semester of the identified cohort year.

English-Writing Discipline

Progression

Overall progression rates through the composition sequence for students who started in basic skills writing classes were higher in 2011-2013 than they were in 2013-2015. However, there were some areas of improvement in 2013-2015. For example, of the cohort of 424 students who started three levels below transfer (LERN 81) in fall of 2011, 39 of them (9%) successfully

completed the transfer level course (ENGL1A) by spring of 2013. In the cohort of 381 students who started in LERN 81 in fall of 2013, 42 of them (11%) successfully completed ENGL1A by spring of 2015. However, the progression rate for students who started either two or one levels below transfer (in ENGL67 or 68) was higher in 2011-2013 than it was in 2013-2015. In fall of 2011, 1686 students started in ENGL67, and of these, 625 (50.3%) successfully completed 1A by spring of 2013. However, of the 1638 students who started in 67 in fall 2013, only 422 (25.8%) of them successfully completed 1A by spring of 2015.

Overall completion rates

The overall completion rate for students enrolled in all English basic skills writing courses was higher in 2011-2013 (71.0%) than it was in 2013-2015 (66.2%). Although this decrease of 5% is of concern, there were significant changes to the assessment instrument for writing placement, the Assessment of Written English (AWE). The rubric for the AWE was heavily revised in October of 2013, so implementation of the new rubric could also have affected these numbers. In addition, the English Department and the Assessment and Matriculation Committee approved changes to the Multiple Measure process, which allowed students who placed on the cusp of LERN81(three levels below transfer) and ENGL 67 (two levels below) to advance to the next level with fewer points. Both of these factors resulted in more students placing into higher levels. There was a decrease in the completion of rate in LERN 81 (58.6% in fall of 2014 vs. 79.1% in fall of 2012). Further, an internal campus study revealed that students who placed into ENGL67 via the new multiple measure process (which required fewer points) were less successful, the process was revised again. Therefore, the decreases in completion are unlikely to occur in the next reporting term.

Demographic factors

Data from both reporting periods show that African American students have lower overall success rates in basic skills writing classes, so this is a factor that the campus needs to address. One area of improvement is in the success rate of students of different ages. 2013-2015 data reveal less disproportionate impact for age than the 2011-2013 numbers. In 2011-2013, students who 18-19 were more likely to complete their writing courses than students who were 20-29. However, in 2013-2015, the completion rates were more consistent between these age groups.

English-Reading Discipline

Progression

The progression rate for English reading showed no significant change.

Overall completion rate

The overall completion rates for English reading showed a slight decrease from 74.1% in 2011-2013 to 71.8% in 2013-2105.

Demographic factors

One area of improvement involves the disproportionate impact in African American students enrolled in reading classes. For 2011 through 2013, African American students consistently had

a success rate that was approximately 10% lower than the overall success rate. However, in fall of 2014, their success rate was only 2% lower than the overall rate.

Mathematics-Discipline

Progression

Between 2011-2013 and 2013-2015, there was no significant change in the progression rate of students who started four levels below transfer (LERN 49). However, there was an increase in the progression rate of students who started three levels below transfer. Of the 736 students who started in MATH50 in fall of 2011, 33 of them (4.5%) successfully completed a transfer-level math class by spring of 2013. In comparison, of the 546 students who started in MATH50 in fall of 2013, 48 of them (8.8%) successfully completed a transfer-level math course by spring of 2015. Although 8.8% is still too low, it is nearly twice the percentage of the previous reporting period. However, for students who began two levels below transfer (MATH51), there was slight decrease in progression. Of the 334 students who started in MATH51 in fall of 2011, 57 of them (17.1%) successfully completed a transfer-level math course by spring of 2013. Of the 370 students who started in MATH51 in fall of 2013, 49 of them (13.2%) successfully completed a transfer-level course by spring of 2015.

Overall Completion Rate

There was a very slight change in the overall success rate for basic skills math courses. In 2011-2013, the completion rate was 62.1%, and in 2013-2015 it was 61.5%. Although this is not a significant decrease, the College would like to see an increase in the next reporting period. One recent development that began as a Basic Skills Project is math placement test preparation workshops. This project has since moved to student equity, and we hope to see higher success and progression rates as this project is scaled up.

Demographic factors

Overall trends in data show that African American students have a lower completion rate than the total rate. Some levels also show that students between 25-29 have a lower success rate than both their younger and older peers.

ESL-Integrated Discipline

NA

ESL Writing-Discipline

Progression

Comparing 2011-2013 to 2013-2015, there was no significant change in progression for students who started either four or two levels below transfer. However, for students who started three levels below transfer, there was an increase in the progression rate in 2013-2015. Of the 164 students who started in AMLA42W in fall of 2011, 41 (25.0%) successfully completed a transfer-level writing course by spring of 2013. Of the 159 students who started in AMLA42W in the fall of 2013, 48 of them (30.2%) successfully completed a transfer-level course by spring of 2015.

Overall Completion Rate

Compared to 2011-2013, there was a decrease in the overall completion rate for students in basic skills ESL writing courses in 2013-2015 (from 75.1% to 70.5%). This is clearly an area of concern.

Demographic factors

Overall trends in data show that Hispanic students are less successful in ESL writing courses than other ethnicities (with the exception of some demographic groups with insufficient representation for comparison). Age is also a factor as students between the ages of 20-29 were less successful than students who were 18-19 or over 30.

ESL Reading-Discipline

Progression

Comparing 2011-2013 to 2013-2015, there was virtually no change in the progression rate for students who started three levels below transfer. However, there was an increase in the progression rate for students who started two levels below transfer (AMLA32R). 6 (16.7%) out of the 36 students who started in AMLA32R in fall of 2011 successfully completed a transfer-level English course by spring of 2013. In comparison, 15 (35.7%) out of the 42 students who started in AMLA32R in fall of 2013 successfully completed a transfer-level English course by spring of 2015. Although this is a dramatic increase, the sample size for this discipline is relatively small.

Overall completion rate

When comparing 2011-2013 to 2013-2015, there was a significant decrease in completion rates for students in basic skills ESL reading courses. The completion rate from 2011-2013 was 79.9%, and it was 68.8% from 2013-2015. While this is an area of concern, there was a relatively small sample size for this discipline.

Demographic factors

As was the case with ESL writing courses, Hispanic students enrolled in ESL reading courses had a lower success rate than the total. Students between the ages of 20-29 were also less successful than students who were 18-19 or over 30.

Mt. SAC is focused on improving the progression of basic skills students and considers this data as an opportunity to improve student success. However, this data appear to provide a narrow representation of college outcomes for basic skills students. Analyzing this data over multiple two year time periods is definitely a limiting factor in identifying those who reach a transfer level course. This is especially true if they are three to four levels below transfer. For example, if a student begins at four levels below transfer in ESL Writing or Mathematics, he or she would need to enroll in and pass every class each semester to successfully complete the transfer level class. Due to the state's financial issues, the College greatly has reduced the number of sections offered, which severely impacted the availability of classes. These data do not reflect the impact of the lack of available classes to basic skills students; therefore, a comparison of the two cohorts may not represent the most accurate progression data. Finally, although achieving transfer level is a desired goal, it is important to note that a large number of basic skills students have alternate goals that do not include transfer. These may include certificates, job advancement, and life improvement. By taking one or two courses, they can gain the literacy needed to achieve these goals.

There is a recognized need for improving completion rates of English and math basic skills courses, and Mt. SAC established a program to achieve this goal. In 2014, the Pathways to Transfer Program was established as a basic skills project. Students enroll in supported learning cohorts in basic skills English and math classes which allow them to complete three semesters in a winter/spring semester. The preliminary data showed positive success and progression rates; therefore, more Pathways links were added for summer/fall 2014 semester, and the program was scaled up in 2015.

As a result, there was a significant increase in the success and progression rates for students enrolled in this program. Students in the Pathways to Transfer courses were able to persist through two levels of both English and Math at significantly greater percentages than non- participants. Students in the Pathways cohorts completed two courses in a sequence at 34% greater frequency than students who were not enrolled in a Pathways cohort.

In Spring 2015, 48.11% of the students who participated in the English 67/68/1A Pathways to Transfer completed 2 English courses in sequence within two terms compared to 18.08% of students who were not enrolled in Pathways. In Spring 2015, 55.17% of the students who participated in the English 68/1A/1C Pathways to Transfer completed 2 English courses in sequence within two terms compared to 27.49% of students who were not enrolled in Pathways.

In Spring 2015, 61.11% of the students who participated in the LERN 49/50/51 Math Pathways to Transfer completed two Math courses in sequence within two terms compared to 18.48% of students who were not enrolled in Pathways. In Spring 2015, 43.75% of the students who participated in the MATH 50/51/71 Math Pathways to Transfer completed two Math courses in sequence within two terms compared to 22.22% of students who were not enrolled in Pathways.

In Spring 2015, 62.07% of the students who participated in the Math 51/71/110 Pathways to Transfer completed two Math courses in sequence within two terms compared to 14.47% of students who were not enrolled in Pathways.

Although there was some decline in the success rates of the current reporting period compared to the previous period, the data illustrating the dramatically increased success of students in the Pathways to Transfer program show how effective a BSI-funded project can be on our campus. In the next year, the College will work on scaling up this program and designing additional innovative projects to reach a broader campus population.

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.

yes

No

Mt. SAC basic skills noncredit outcomes/improvements are represented using a variety of metrics. They include changes in progress indicators, course success, noncredit certificates of competency, and federal CASAS literacy gains and levels. An average of 3,600 basic skills students access BSI interventions annually, along with over 5,700 ESL students.

Standardized collection of progress indicators (noncredit grades) in noncredit courses at Mt. SAC officially began in Spring 2011. Noncredit courses are open entry-open exit, meaning that different points of entry are possible. Regardless of point of entry into the class, students who have completed the measurable objectives at a high level of academic achievement by the end of the term earn a Pass (P). Students who are achieving at the level of course expectations and progressing appropriately through the course, but due to time limitations and date of entry have not yet they met measurable objectives, may receive a Satisfactory Progress (SP) indicator. Those not meeting course achievement expectations receive a No Pass (NP). Noncredit basic skills progress indicator cohort data indicate an 11% increase student course success from 2011-13 (75%) to 2013-15 (86%) for all basic skills (non-ESL) courses. The greatest gains were noted in the Adult Secondary program (20%) and the Adult Basic Education program (31%). These gains correspond to an increase in noncredit certificate achievement, with 328 certificates of competency earned by the 2013-15 cohort as compared to 116 in 2011-13. The number of noncredit basic skills students earning a high school diploma has also increased 57% over the past 4 years and can be directly linked to early intervention and targeted instructional support for students much funded by BSI dollars, with coordinated efforts between instructors and student support services.

As an additional measure of student success in meeting their higher education goals, Mt. SAC examines the rate at which students who attended Continuing Education in the 2010-11 academic years entered the credit division within three academic years. The most recent cohort examined indicates that 26% of 2010-11 Continuing Education students (basic skills and ESL) enrolled in a Career Development College Preparatory (CDCP) course matriculated to a credit course. Data

were compiled and tracked using an internal department database and the college's MIS data system.

English-Writing Discipline

Cohort data to compare for noncredit basic skills writing courses are limited, as a new series of English courses with added rigor were introduced into the Adult Secondary Education program in 2013 to support a need for targeted writing skill development and to address the College and Career Readiness Standards (CCRS). Initial data from the 2013-15 cohort indicate students enrolled in expository writing have a success rate of 94%, which is a significantly higher success rate than that observed in the traditional English sequence (60%) used prior to implementation of the CCRS English series. Noncredit faculty utilized BSI funds to ensure that curriculum is not only rigorous but also relevant to adult students and leads to college and career pathways.

Noncredit progress indicator cohort data for 2013-15 show a 7% improvement in course success for basic skills courses (86%) over the 2011-13 cohort (79%). Although course completion success rates reflect an increase, course completion data for English writing classes increased by only 1% (from 53% to 54%). This provides evidence that noncredit basic skills students are highly transient and need intensive and timely interventions. Moreover, Student Equity funds should be leveraged and combined with BSI funds to help determine barriers to success for disproportionately impacted noncredit students. Currently, a mechanism for identifying disproportionately impacted noncredit students is not available, although campus efforts are in progress to address this challenge.

English-Reading Discipline

Student success in noncredit basic skills reading courses showed a smaller increase than demonstrated in Mathematics or English Reading. Overall, course completion rates increased 7% from 2011-13 (56%) to 2013-15 (63%). During these same time periods, CASAS reading levels and gains remained flat or decreased. This is an indication that further interventions need to be directed at improving reading levels. Currently, more attention and learning support is provided for writing and math courses. Data were compiled and tracked using an internal department database.

Mathematics-Discipline

For basic skills courses, math outcomes reflect the biggest improvements over the two cohorts. In 2011-13, only 44% of noncredit math students completed courses. Because of the low completion rates, intensive interventions such as embedded tutoring and counseling along with an early alert system were implemented. As a result, for 2013-15 course completion rates (60%) reflect a 16% increase. Noncredit progress indicator data show a 7% increase in 2013-15 over the 2011-13 cohort. BSI funding has enabled consistent support for direct services to students such as embedded tutoring and counseling in ABE/ASE classes. Although data show improvement for noncredit basic skills math students, future data need to be disaggregated to

examine possible disproportionate impact on student populations. BSI funding has also allowed faculty to develop and improve math coursework that promoted course completion and transition to credit or employment. Cohort data was collected and tracked using Mt. SAC's data system reports and internal department databases.

ESL Reading and Writing Discipline

Progress indicators for noncredit ESL students have remained steady. BSI funds have supplemented direct student and support services, such as counseling, tutoring, as well as supplemental reading programs. Comparing spring semester progress rates, we saw that 4,997 noncredit ESL students in 2012-2013 progressed in all courses representing an 88% success rate. With a significant gain in student population in 2014-2015, we saw that 5,743 noncredit ESL students progressed in all courses representing a similar 87% success rate.

Using standardized assessment instruments, noncredit ESL students have steadily progressed in reading skills as measured by the federal CASAS reading test scores and resulting gains in benchmarks achieved. Significant gain and completing educational level benchmarks increased from 1916 in 2011-12 to 2434 in 2014-15.

Further, in comparing statewide outcomes with our local college outcomes, Mt. SAC's ABE, ASE, and ESL students demonstrate much higher completion rates as seen in CASAS statewide performance averages for all but two levels of instruction in 2011-2012 versus higher levels in all but one level in 2013-2014.

In the noncredit ESL program, measures of persistence as determined through federal and state grant funding shows a positive change in persistence for students at Mt. SAC compared with the state average looking at 2011-2012 versus 2013-2014. Mt. SAC noncredit ESL students were consistent with the state average back in 2011-2012 at 75%, whereas in 2013-2014, they were consistently above average at all levels in continuing with their studies (80% average at Mt. SAC, 74% for the state). Contributing factors to this positive outcome include the BSI-funded workshops, reading programs, and tutoring sessions offered outside of class to supplement in-class instruction. At a more project-based level, noncredit ESL and Vocational ESL (VESL) student have consistently gained from supplemental reading, writing, and tutoring programs.

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

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2015-2016 action plan.

Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2015-2016 that are allocated to each goal.

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

Insert your long-term goals from the report you submitted last year and add any new goals identified for future years.

1. From 2014-2015, increase by 2% annually the percentage of basic skills students who participate in basic skills funded interventions that have demonstrated increased student success.
2. From 2014-2015, the successful progression rate of basic skills students will increase 5% over the 2014-2015 baseline over the next five years.
3. By 2017-2018, noncredit students will earn 5% more noncredit pathway Certificates of Competency from the 2013-2014 baseline year.
4. From 2015-16 to 2020-21, the Research and Institutional Effectiveness Department will coach members of a research project to use a collaborative inquiry process for data collection.

8) Long Term Goals for 2015-16

Identify up to 5 goals the college will be focusing on for 2015-16.

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	From 2014-2015, increase by 2% annually the percentage of basic skills students who participate in basic skills funded interventions that have demonstrated increased student success.	\$752,308
Long Term Goal #2	B	From 2014-2015, the successful progression rate of basic skills students will increase 5% over the 2014-2015 baseline over the next five years.	\$351,137

Long Term Goal #3	C	By 2017-2018, noncredit students will earn 5% more noncredit pathway Certificates of Competency from the 2013-2014 baseline year.	\$173,691
Long Term Goal #4	D	From 2015-16 to 2020-21, the Research and Institutional Effectiveness Department will coach members of a research project to use a collaborative inquiry process for data collection.	\$35,000
Long Term Goal #5	—	—	—

Long Term Goal Total*

This question checks the addition of the budgeted amount entered in question #8 above for the Long Term Goals. Please enter the amount from the above question.

\$752,308 Long Term Goal #1 Amount

\$351,137 Long Term Goal #2 Amount

\$173,691 Long Term Goal #3 Amount

\$35,000 Long Term Goal #4 Amount

_____ Long Term Goal #5 Amount

9) Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.*

List the amount of each expenditure summarized by category

_____ Program and Curriculum Planning and Development

_____ Student Assessment

_____ Advisement and Counseling Services

_____ Supplemental Instruction and Tutoring

\$35,000 Coordination & Research

\$20,000 Professional Development

Comments:

Action Plan Template

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- **How will you make progress towards attaining your long-term goals?**
- **What are your intermediate steps to bring you to that point?**
- **What will you do in 2015-2016 to move you along that trajectory?**

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

10) Action Plan Activity Grid/Table

- Activity**: 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**: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.
- Target Date for Completion**: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- Responsible Person(s)/Department(s)**: Enter the names or positions of those who will oversee this activity.
- Measurable Outcome(s)**: Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- Funds**: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	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 #1	Promote and support basic skills tutoring services on campus.	A	June 2016	Managers of tutoring centers, BSCC, along with English, Math, WIN, EOP&S, and AmLa faculty	Learning Assistance	Students who are repeating a basic skills course for the first or second time who receive 90 minutes or more of tutoring will be 10% more likely to pass the course than students who do not receive tutoring.	—
				Managers of tutoring centers, BSCC, along with English, Math, WIN, EOP&S, and AmLa faculty	Learning Assistance	The success rates in basic skills courses will be 10% higher for students who receive 90 minutes or more of tutoring during the semester when compared to the same cohort of	

				<p>Writing Center Director, English 67 faculty involved in Project</p>	<p>students that do not participate in tutoring.</p> <p>The success rate for students who are enrolled in an English 67 class and are required to participate in a minimum of three DLA sessions with a tutor will be 10% higher than the students in the same cohort of English 67 students who are not required to do DLAs.</p>	
				<p>Writing Center Director, English 67 faculty involved in Project</p>	<p>The success rates will be 10% higher for students who complete a basic skills class supported by a Tutor in the Classroom (TC) during the semester when compared to the same cohort of students that are enrolled in the same basic skills courses that are not supported with a TC.</p>	
				<p>VESL Coordinator, Director, ESL, Associate Dean,</p>	<p>VESL students who participate in 4+ hours of tutoring support will be</p>	

				<p>School of Continuing Education; Associate Dean School of Continuing Ed</p> <p>Director, Adult Education, Assistant Director, Adult Education, Associate Dean, School of Continuing Ed, Dean, School of Continuing Education</p>		<p>10% more likely to successfully complete the VESL Speaking and Writing courses (highest levels in ESL and earn a VESL Career Paths certificate in the subsequent term).</p> <p>At least 50% of HS diploma students who receive intervention/follow-up from an ABE counselor will successfully complete their classes. Students in Adult Diploma and High School Referral who access tutoring will have at least a 20% higher course completion rate than those who do not access tutoring.</p> <p>At least 60% of students in the Adult Basic Education Lab who access tutoring will have a higher rate of gain on their assessments than those who do not access tutoring.</p>	
--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>LLC Coordinator, Director, ESL, Associate Dean, School of Continuing Education, Dean School of Continuing Ed</p>		<p>ESL students successfully completing two or more SDLAs in the LLC with the Faculty Tutor will show a 5% higher class success rate compared with a similar cohort of students who did not participate actively in SDLAs.</p>	
Activity #2	<p>Increase the number of students who successfully complete the basic skills sequence of English and math.</p>	B	2016	<p>Managers of tutoring centers, faculty of basic skills classes in the Pathways to Transfer sections, Associate Dean, Instruction</p> <p>WIN faculty/staff, ABE Director, Dean, School of Continuing Education</p>	—	<p>Students who are enrolled in the Pathways to Transfer sequences will be 10% more likely to complete the English or math sequences when compared to the cohort of students who are not enrolled in the Pathways sequence.</p> <p>Athletes in WIN basic skills program will achieve at least a 70% course completion rate, an 80% retention rate, and a minimum GPA of 2.5 for fall and spring semesters.</p>	—

				ESL faculty, Director, ESL, Associate Dean, School of Continuing Education		Successful Give Me 20 Reading and Tutoring program students (3 book reports and pre/post surveys) will show a 20% higher class success rate compared with a similar cohort of students who did not participate in the Give Me 20 reading and tutoring program during fall 2015 and again in spring 2016. Students who were referred and peer mentored for 120 minutes or more will have a 10% gain on the subsequent grammar test in ESL Level courses when compared to students who were referred and completed less than 90 minutes of peer mentoring.	
Activity #3	Promote and support the development of noncredit basic skills curricula that lead to improvement in student literacy, completion of noncredit certificates, and transition to post-secondary education.	B	2016	ESL, ABE Faculty ESL, ABE Managers Associate Dean, School of Continuing Education, Dean School of Continuing Ed	—	ABE writing coursework will be developed that align with Common Core and CTE standards and meet the needs of the adult learner transitioning	—

						<p>into post-secondary programs and careers.</p> <p>ABE faculty will engage in an ongoing structure for the SLO cycle to ensure that 100% of courses (51) are assessed, outcomes are discussed, and results are used to drive improvement in literacy for basic skills students.</p> <p>Two-thirds of the adjunct ESL faculty will actively participate in an all-day retreat to align use of multiple measures and assessment rubrics in the ESL Student Portfolio, which is used to determine student proficiency and progress through the 7 levels of ESL.</p>	
Activity #4	Promote and support on campus faculty and staff professional development in basic skills through workshops and activities.	B	2016	Basic Skills Coordinating Committee	Basic Skills Coordinating Committee	Provide professional development for faculty to promote student success for basic skills students. Provide professional	\$20,000

						development for faculty who are involved with the Pathways program to promote student success for basic skills students.	
Activity #5	Researchers will train the team leaders on the collaborative inquiry process.	D	2016	Director, Research & Institutional Effectiveness; Research staff	Research & Institutional Effectiveness	<p>The leaders of the research projects will demonstrate their use of collaborative inquiry by:</p> <p>Working collaboratively with their team and the researchers to create and measure the impact of their program</p> <p>Working collaboratively with their team and the researchers to analyze and understand the results of those measures</p> <p>Working collaboratively with their team and the researchers to determine how to use the information for program improvement.</p>	\$35,000

	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 #6	Increase noncredit basic skills student access and success in achieving pathways to college or work.	C	—	ABE/ESL Counselors ABE/ESL Managers Associate Dean, School of Continuing Education, Dean School of Continuing Ed	School of Continuing Education	At least 50% of ABE students who see a counselor for an educational plan and follow-up services will have a higher persistence and course completion rate than those who did not meet with a counselor. At least 75% of intermediate and advanced ESL students who attend a career exploration workshop facilitated by	

						adjunct ESL counselors will be able to identify a career interest using a variety of tools and resources.	
--	--	--	--	--	--	-----------------------------------------------------------------------------------------------------------	--

Review Form

This page is designed to allow you to review your form's responses before finalizing it. If you have not used the "Save and Continue" button at the top of the page now would be a good time to do so. If you submit the form without doing so you will not be able to access it without contacting the Chancellor's Office to obtain an editable link.

By using the "Save and Continue" button at the top of the page you will receive an editable link that will allow you to re-enter the form and correct any item.

Thank You!

Thank you for completing the ESL/Basic Skills Online Submission Form.. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>
