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

09/30/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Michelle

Name

Gonzales

Title

Instructor

District

Chabot-Las Positas Community College District

College

Las Positas College

Email Address

mgonzales@laspositascollege.edu

Phone Number

925-424-1218

Fax Number

Mobile Phone

510-220-0428

3. How do you prefer to be contacted?

Email

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?

The most successful basic skills funded program to date is Math Jam. We have held two sessions, but it has already garnered the interest and support of factions all over the college. Math Jam is a weeklong intensive math boot camp designed to assess a student's current level of math achievement, allow them to work on remediating gaps and reviewing material to either better prepare them for that semester's course or re-take the placement test and jump to the next level. The LPC Math Jam program is distinctive in that it provides a free lunch to students who are then encouraged to attend personal success workshops to enhance their motivation and attitude for learning. The administration and non-math programs support the program, which is already leading to growth and sustainability. The math department has the complete support of its faculty in terms of providing space in their classes for students who manage to jump to the next level at the last minute. The VP of Student Services/ along with the Associated Students provides food, snacks and help with logistics. The Dean of Student Services is managing the increased load of students wanting to be reassessed. The CTE program is funding Math Jam for advanced math classes. The tutorial center coordinator is recruiting and scheduling all the tutors. The President is promoting the program to the campus and community at large.

The second program that is gaining ground is the embedded counseling program. We have a counselor, functioning as a student interventions development specialist, who began offering 3 counseling workshops within the lowest level English classes several years ago: time management, how to use campus resources and student education plan development. This was funded originally by basic skills money, but now is offered as a regular part of her job responsibilities.

What are the obstacles to doing so?

Right now for Math Jam, the biggest obstacle is growing pains. It is so successful that more planning will have to be put into how to best serve the numbers of students that are interested. We have to find ways to increase the amount of math assessment that is possible in this time frame for students who want to "jump". We need to make sure we are providing the service equitably for groups that may not fit into our current method of registration, such as new high school students and veterans. We have to find more and better ways to capture data, so that we can scale up the most successful parts of the program responsibly and we need to continue to attract and train instructors and tutors on the Math Jam mission and method of operation. Of course, we also have to look at finding additional and alternative sources of funding.

In terms of embedded counseling within classes, the biggest problem lies in faculty finding the time to allow these workshops in light of their already crowded curriculum schedule; although, the English department does readily support the program. In order to become scaled up, it would seem that discussion needs to be had by all members of the campus community on the benefit of serving students in the affective domain as well as with content instruction.

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)

1. The embedded counseling program that started just in the lowest level English classes is now being offered in intermediate algebra classes as well. As the result of attending a recent Strengthening Student Success conference, the math jam coordinator, student intervention counselor and basic skills coordinator learned about the Growth Mindset movement, founded by Carol Dweck of Stanford University, and have been receiving training in strategies to cultivate a growth mindset in students through 3CSN. They are now bringing it to faculty for professional development and the concept is being presented to students in algebra classes and well as in the learning skills program.

2. There has been an increased demand for peer tutors working in our multi-disciplinary tutorial center. Basic skills helped develop and sustain alternate ways of providing services, to include group tutoring sessions, tutors dedicated to help specific classes (a modified form of supplemental instruction) and tutors embedded in the self-paced math classes. We hope this trend can expand and become even more comprehensive.

3. With numbers and interest growing each time we offer it, Math Jam is on its way to becoming a much larger and more comprehensive program.

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).

1. With embedded counseling, we are fortunate enough to have a seasoned counselor in the role of student intervention development. She is continuously looking for new ways to assist struggling students with retention and completion of courses. She became part of the basic skills committee again (having been on the original task force) and came up with ideas to expand forms of counseling support within difficult basic skills classes. The Dean of Student Services has cooperated in support of these actitivities. In addition, we feel that educating people on the merits of supporting students in this way has been most instrumental. We are lucky to have individuals with drive and contagious spirit on board. Ultimately it comes down to garnering buy- in from the individuals involved.

2. Honestly, even though basic skills money has been funding the growth tutorial services for a while and supporting new ways to provide tutoring services, the VP of Student Services and the Dean of Student Services have been working hard to find ways to hire a full time tutorial center coordinator, expand services and even coordinate the services of various programs providing academic support to students. They are looking into ways to use 3SP money toward this goal. Again, communication of need and awareness of the importance of tutoring for student success is what brings the greatest change. Lastly, the tutorial center coordinator does an excellent job of providing those concerned with the data, numbers and qualitative feedback of students letting us know how important tutoring services have been to their success.

3. Math Jam has been successful through the sheer force of its need and popularity. Basically, word of mouth by students is the best advertising. It has its own energy, which is contagious. It provides a win-win for everyone involved. Ultimately, we are also tracking its success with institutional research.

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

As mentioned earlier, we are integrating basic skills efforts to support the tutorial center's peer tutoring program as the college's SSSP plans are working to support the same.

The college's SSSP plans also include continuing and growing embedded counseling within targeted programs. It fits well with their goal of ongoing student orientation and the development of student education plans.

Lastly, most recently, SSSP money is being used to hire a part time "multiple measures" placement specialist. She is identifying students who place at the lower levels of math and English, reviewing their scores and reaching out to them to consider using the learning skills program for support and possibly being assessed for a learning disability.

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

Both the basic skills plans and the student equity planned goals and activities are considering more use of embedded counseling within the basic skills courses to encourage retention and completion of courses.

Both are looking at assessment measures for the best possible placement of students needed to start with basic skills.

The basic skills committee is considering surveying students unsuccessful in basic skills courses to find out directly what the problems areas are and what support they need. This goal is also mentioned in the student equity plan.

Both areas have the goal of expanding and promoting professional development activities for faculty on pedagogical ideas for teaching diverse and at risk populations.

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 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 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

English-Writing Discipline

Las Positas College's English department uses an integrated reading and writing model. Using the calculation of success rates on the new spreadsheet provided by the chancellor's office, we see that our basic skills classes are just as successful during the last two years as they have been in the two years before that. The percentage of students passing each course lower than transfer level is 76%. When the data is looked at in more detail by following one cohort for two years (i.e. those taking English 104 in Fall 2011 and tracking how they progressed through successive English courses to transfer level English) we can see an over 80% success/completion rate within each level. One possible explanation for the difference between the 76% success rate overall and the over 80% success rate of the cohort is that the spreadsheet does not seem to account for attrition between each level. Within the 2011-2013 cohort there was only 19% attrition from two levels below to one level below. There was only 16% attrition from one level below to English 1A. When looking at a different cohort, however, the 2013-15 cohort, there was a 36% attrition rate from two levels below transfer to the one level below courses. There was only 12% of that cohort not moving on to 1A during that time period.

When looking for a possible area to explore the need for improvement and provide support to, it can be noted that within the two year period 2013-15 there is a high level of success for students reaching and passing English 1A (81% of those that did persist after starting at 100A and 88% of those starting at one level below 1A).

However, when we look at the number of students that took a course, the numbers of attempts they made and the number that passed, we see that there may be a significant amount of repetition of English 1A before students pass. The data does not demonstrate exactly how many students repeated, but the number of attempts indicates that up to 77% of those that took the course one level below 1A had to make more than one attempt in order to pass 1A (or other transfer level course). The percentage is likely much lower than 77% because some students repeat more than once and because some of the English 104 students in the 2013-2015 cohort may have started in ESL, English 100A, and/or Learning Skills courses. However, the number of repeaters is still likely higher than desirable, and confirms a need already being considered by the department – the creation of a 100A support class for those with low reading cut scores, as we have data to support that it's the low reading cut scores that puts basic skills students most at risk.

English-Reading Discipline

Mathematics-Discipline

The math department at Las Positas College offers three courses below any transfer level math course. They are identified as Math 107 (pre-algebra), Math 65 (elementary algebra) and Math 55 (intermediate algebra). Each course is offered in various modes to facilitate the varying needs and learning styles of the students. For the sake of this discussion, the data on all the modes are presented as the one level. (For examples 65 (semester lecture), 65x (Self-paced), 65A and 65B (half-paced lecture) are just considered Math 65). According to the calculations made on the data entered into the chancellor's office spreadsheet, the overall success of students persisting through the math basic skills courses dropped from almost 59% during 2011-2013 to 55% during the period 2013-2015, which is a statistically significant decrease. The number of students not persisting from one course to another seems to adversely affect the calculated success rate. When the data is looked at (from the Data Tracker) in a more longitudinal way we can actually see areas of improvement from one two year period to the next. For example, if we look at the number of students from the Fall, 2011 cohort who passed elementary algebra and then intermediate algebra and compare those percentage with the Fall, 2013 cohort, over time we see the following successes:
2011-2013
Starting at Math 65 level n=354 : 67% passed
those who persisted to Math 55 n=180: 67 % passed
2013-2015
Starting at Math 65 level n = 355: 71% passed
those that persisted to 55 n= 188: 72% passed

So once again it seems that success can be measured in different ways. At least for our college, the overall composite score for each semester within the 4-year period yields a rather flat profile.
By looking further we can identify the issues we are facing that lie under the surface: the level of attrition from once course to the next and the number of attempts needed to pass. These can be areas to explore for support and intervention.

ESL-Integrated Discipline

The ESL program at Las Positas College uses an integrated reading and writing program. We also have coursework for listening comprehension; however, that category is not represented within the Basic skills data tracker, so we could only look at success rate for the integrated program. The spreadsheet calculations show an increase in overall success from 69% to 71%. However, z scores do not identify this as a statistically significant increase. We can note, however, that as with the English department, we are maintaining at least the same level as success.

That data found for the ESL program remains problematic for the same reasons we have encountered before:
• it is hard to find statistical significance due to the low "n" within each class
• there are at least three types of ESL students with varying goals for taking ESL, not all of which include the desire to obtain a degree
• it is hard for the ESL program to control the number of students that take English courses rather than ESL courses or who opt out of ESL somewhere along the line.
The Basic Skills Committee can assist these students and this program by trying to better identify the goals of each group and define what success is for them.

ESL Writing-Discipline

ESL Reading-Discipline

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

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

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.

Get students off to a strong start with effective orientation, accurate assessment, SEPs, and early placement into basic skills courses.

Improve first year student completion and persistence.

Improve student progression through basic skills to college-level coursework.

Create Professional Development opportunities to support instructors of Basic Skills courses.

8. Long Term Goals 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	A1	Create Basic Skills Program Marketing Materials and apparatus that will fully include and support ESL	10,000
Long Term Goal #2	A2	Revise implementation of multiple measures placement in English & Math	10,000
Long Term Goal #3	B1	Continue Financial Support of Math Jam and encourage full institutionalization	15,000
Long Term Goal #4	BC	Support Student Support/Tutorial Center and encourage full institutionalization	45,000
Long Term Goal #5	D	Create basic skills professional development opportunities	10,000

Long Term Goal Total

Long Term Goal #1 Amount : 10,000
Long Term Goal #2 Amount : 10,000
Long Term Goal #3 Amount : 15,000
Long Term Goal #4 Amount : 45,000
Long Term Goal #5 Amount : 10,000
Total : 90000

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

Student Assessment : 10,000
Advisement and Counseling Services : 5,000
Supplemental Instruction and Tutoring : 50,000
Coordination & Research : 15,000
Professional Development : 10,000
Total : 90000

Comments:

6. Action Plan Template

10. 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	Fur
Activity #1	Create Basic Skills Program Brochure and post to LPC Basic Skills website	A1	5/15/2016	Michelle Gonzales	Basic Skills Cmte, Counseling; English, Math, ESL departments	Completion of Brochure; Increased student success and persistence through basic skills courses	10,(
Activity #2	Analyze data for Accuplacer cut scores and minimum GPA/last HS course for Basic Skills English	A2	12/15/2015	Rajinder Samra	English Department; Counseling	Changing minimum requirements for HS GPA/last HS course; revising Accuplacer cut scores	5,0(
Activity #3	Pilot revised implementation of multiple measures placement in English	A2	5/30/2016	Toby Bielawski	English Department; Counseling	Changing minimum requirements for HS GPA/last HS course; revising Accuplacer cut scores	5,0(
Activity #4	Continue Financial Support of Math Jam and encourage full institutionalization by sharing success data and outcomes with administration	B1	1/30/2016	Kristy Woods	Math Department; Administration	Increased student use of the program and success/persistence in Basic Skills Math courses	15,(
Activity #5	Support Student Support/Tutorial Center and encourage full institutionalization	BC	5/30/2016	Pauline Trummel	Student Services	Hire of full-time tutorial coordinator; continue study of specific basic skills tutoring needs	45,(

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 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	Schedule session on Basic Skills for February Flex Day	D	3/15/2016	Ashley McHale	Basic Skills Committee; Staff Development Committee	Participation in Flex Day session	6,000
Activity #7	Request distribution of survey on Basic Skills at Town Meeting	D	5/20/2016	Michelle Gonzales	Basic Skills Committee	Survey completed and themes identified	4,000
Activity #8							
Activity #9							
Activity #10							

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)

California Community Colleges Chancellor's Office

Basic Skills Initiative

2015-16 Expenditure Plan Certification

DUE: OCTOBER 1, 2015

College Las Positas College

District Chabot-Las Positas Community College District

Date 10/01/2015

Please sign this certification form with original and mail it to:

California Community Colleges Chancellor's Office

Academic Affairs Division

Attn: Eric Nelson

1102 Q Street, Suite 4554

Sacramento, CA 95811-6539

In submitting this Basic Skills Expenditure Plan to the Chancellor's Office, and by our signatures, we the undersigned certify this plan to be an accurate reflection of our intentions.

Signature	Printed Name	Date
Chief Executive Officer Signature	Barry Russell	9·30·15
Chief Academic Officer Signature	Roanna Bennie	9/30/15
Chief Business Officer Signature	Jeff Kingston	10/1/15
Basic Skills Coordinator Signature	Michelle Gonzales	9/30/15
Academic Senate President Signature	Melissa Korber	10/1/2015

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

Name of College	Las Positas
FY 12/13 Allocation	$90,000
FY 13/14 Allocation	$90,000
FY 14/15 Allocation	$90,000
For FY 12/13 Allocation Expenditures July 01, 2012 to June 30, 2015 for	
Category A	$0
Category B	$0
Category C	$17,879
Category D	$48,558
Category E	$0
Category F	$0
Category G1	$20,791
Category G2	$0
Category G3	$2,772
	$90,000
	0.0%
For FY 13/14 Allocation Expenditures July 01, 2013 to June 30, 2015	
Category A	$0
Category B	$0
Category C	$14,412
Category D	$40,622
Category E	$0
Category F	$11,293
Category G1	$21,963

Category G2	$0
Category G3	$1,710
	$90,000
	0.0%
For FY 14/15 Allocation	
Expenditures July 01, 2014 to June 30, 2015	
Category A	$0
Category B	$0
Category C	$0
Category D	$0
Category E	$0
Category F	$0
Category G1	$0
Category G2	$0
Category G3	$0
	$0
	100.0%

In submitting this spreadsheet document to the Chancellor's Office, and by our signatures, we the undersigned certify these data reported in this ESL / Basic Skills Allocation spreadsheet are accurate.

Las Positas College
Name of college

Barry Russell   9·30·15
Signature, Chief Executive Officer   Printed Name   Date signed

Melissa Korber   10·1·205
Signature, Academic Senate President   Printed Name   Date signed

Jeff Kingston   10/1/15
Signature, Chief Business Officer   Printed Name   Date signed