

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

09/28/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Monica

Name

Pactol

Title

Vice President, Instruction

District

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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@cccoco.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@cccoco.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?

In fall 2013 the Basis Skills Initiative Steering Committee became the Basic Skills Subcommittee of the Institutional Planning Committee. This move institutionalized basic skills efforts and gave the new committee responsibility for the following:

- To help coordinate the integration of student services support systems with basic skills instructional programs.
- To regularly assess for effectiveness and recommend improvements to existing basic skills programs and policies at FLC.
- To regularly analyze data, report, and make recommendations related to basic skills student performance and success.
- To recommend, as necessary, new processes to ensure that FLC's basics skills programs are effective and student success oriented.
- To help coordinate state and mandated initiatives related to basic skills.
- To oversee and make recommendations related to any basic skills funding.
- To support departments in which basic skills curricula is offered.
- To support the development of services such as learning skills that assist the basic skills instructional programs.
- To provide student services and instruction departments best practices related to basic skills.
- To report findings and make recommendations to appropriate collegewide groups.

Embedded in these responsibilities is the evaluation of the effectiveness of basic skills including use of BSI funds through an annual report of goal achievement to the Institutional Planning Committee.

BSI funds have helped the college grow student support services including Tutoring and the Reading & Writing Centers; create additional student support services such as supplemental instruction, embedded instruction, and college readiness activities; integrate student support services such as the development and promotion of a centralized student resource space (SOAR Central); and support professional development specifically integrating the On Course principles of student success.

What are the obstacles to doing so?

Faculty, coordinators, and administration have enthusiastically pursued a variety of initiatives to improve basic skills support for student learning and have scaled those that showed promise. Better collection and use of outcomes data will allow the faculty and the college to focus on those initiatives that are most predictive of student success.

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)

SOAR Central is a centralized student resource space that provides a variety of student success workshops. Initially SOAR Central was solely at the FLC Main Campus. Soar Central is now present at the El Dorado Center Campus and will be at the Rancho Cordova Campus in Spring 2016. In SOAR Central, On Course workshops have been expanded to focus on monthly principles of student success that is repeated several times throughout the month. Further, supplemental learning workshops in English have been established to support student success in reading and writing development. These workshops are offered at least twice a week at both the FLC Main and El Dorado Centers with the intent to expand to the Rancho Cordova Center in Spring 2016.

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).

Through BSI funding, the college secured a dynamic adjunct faculty member in English to lead SOAR Central workshops. The designation of a central space co-located adjacent to the Reading & Writing Center provided visibility to students, and weekly emails to the college community promoted the workshops at the Center. The success of the main campus workshops allowed the coordinator to expand to the El Dorado educational center, with plans to extend to our newly-constructed Rancho Cordova Center in Spring 2016.

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

Faculty working in Basic Skills participated in the development of the SSSP plan. Basic Skills funding is being used to supplement activities like the new “First Year Experience” cohort and Summer Bridge programs.

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

Faculty working in Basic Skills participated in the development of the Student Equity plan. Basic Skills funds are being used to supplement Student Equity funding to support embedded tutoring in English and Math and a Math “boot camp” to help students assess into college-level math. An English “boot camp” is in the planning stages.

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

Between 2011-2013 and 2013-2015, the success rate for English Writing increased by 1 point (74.89% to 75.87%), however this change is not statistically significant. The number of students attempting English Writing increased by N = 290, and the number of students successfully passing increased by N = 240.

FY 11/12 + FY 12/13 (Percentage: .7489)
Attempts: 2,047
Success: 1,533

FY 13/14 + FY 14/15 (Percentage: .7587)
Attempts: 2,337
Success: 1,773

$z = 0.75$
 $p = .2271$

English-Reading Discipline

Between 2011-2013 and 2013-2015, the success rate for English Reading increased by 3 points (70.37% to 73.24%), however this change is not statistically significant. The number of students attempting English Reading decreased by $N = 60$, and the number of students successfully passing decreased by $N = 30$.

FY 11/12 + FY 12/13 (Percentage: .7037)

Attempts: 486

Success: 342

FY 13/14 + FY 14/15 (Percentage: .7324)

Attempts: 426

Success: 312

$z = 0.96$

$p = .1681$

Mathematics-Discipline

Between 2011-2013 and 2013-2015, the overall mathematics basic skills course Success Rate dropped from 69.1% to 65.3%, a statically significant 3.9% decrease ($p < 0.000$). Data on basic skills math progression has been disaggregated by placement level, gender and ethnicity; significant differences have been noted. Student starting at 4 levels below in Math showed a 2% increase in success rate, although their success rates remain below the overall average. There is an interesting discrepancy in success rates between students starting 3 levels below, and those starting 2 or 1 level below; with those starting 3 levels below reporting higher success rates and only a 3.0% decline in success rate. The most significant decreases in Success Rate are for student cohorts at 2 levels below (-6.8%) and 1 level below (-7.4%). Female students taking basic skills courses showed a decrease in success rate of -3.1%, compared to males who showed a decrease of -4.3%. On average, female students reported 10% higher success rates in basic skills courses than male students; this higher level of success for females is mirrored in transfer level coursework. There has been a significant increase in the Success Rate of African American students, from 40.4% to 50.6%. Although African American students have increased their success rate, it still remains significantly lower than the overall rate. There has been a dramatic decrease in the Success Rate of Asian students, from 78.4% to 64.1%. It should be noted that the total cohort sizes for these two ethnic groups is relatively small, so it is likely that some of the variance in Success Rates is an artifact of the small sample size. The percentage of change in success rate for Hispanic and Multi-Ethnic students closely mirrors the over rate of change, but both of these groups of students report lower than average Success Rates. White students reported a smaller decrease in Success Rate (3.1% vs 3.9%), and their overall Success Rates is higher than average.

A pilot "Math Boot Camp" premiered in Summer 2015 to assist students in refreshing math skills. After an initial assessment, students placing below college level were invited to a month-long, Monday-Thursday workshop covering arithmetic and pre-algebra. Nine students participated. After the boot camp, they were invited to re-assess. Of the students participating, all completed the course and were allowed to re-assess. All but one placed higher on re-assessment. Based on this initial pilot, the program will be scaled for Summer 2016.

FY 11/12 + FY 12/13 (Percentage: .6913)

Attempts: 2,831

Success: 1,957

FY 13/14 + FY 14/15 (Percentage: .6526)

Attempts: 2,962

Success: 1,933

$z = 3.14$

$p = .0009$

ESL-Integrated Discipline

Between 2011-2013 and 2013-2015, the success rate for ESL Integrated decreased by 14 points (80.06% to 66.67%), and this change is statistically significant ($9 < 0.000$). The number of students attempting ESL Integrated decreased by $N = 103$, and the number of students successfully passing decreased by $N = 111$. A detailed disaggregated analysis is not provided since the cohort size is very small.

FY 11/12 + FY 12/13 (Percentage: .8006)

Attempts: 316

Success: 253

FY 13/14 + FY 14/15 (Percentage: .6667)

Attempts: 213

Success: 142

$z = 3.40$

$p = .0004$

ESL Writing-Discipline

Between 2011-2013 and 2013-2015, the success rate for ESL Writing increased by 4 points (72.30% to 76.21%), however this change is not statistically significant. The number of students attempting ESL Writing decreased by $N = 30$, and the number of students successfully passing decreased by $N = 12$.

FY 11/12 + FY 12/13 (Percentage: .7230)

Attempts: 278

Success: 201

FY 13/14 + FY 14/15 (Percentage: .7621)

Attempts: 248

Success: 189

$z = 1.03$

$p = .1528$

ESL Reading-Discipline

Between 2011-2013 and 2013-2015, the success rate for ESL Reading decreased by 1 point (78.83% to 77.72%), however this change is not statistically significant. The number of students attempting ESL Reading decreased by $N = 61$, and the number of students successfully passing decreased by $N = 52$.

FY 11/12 + FY 12/13 (Percentage: .7883)

Attempts: 307

Success: 242

FY 13/14 + FY 14/15 (Percentage: .7724)

Attempts: 246

Success: 190

$z = 0.45$

$p = .3269$

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

[Copy of BSI Question 5 worksheet - Basic Skills Tracker 2015.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

English-Reading Discipline

Mathematics-Discipline

ESL-Integrated Discipline

ESL Writing-Discipline

ESL Reading-Discipline

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.

Goal A: Basic skills pathways are more rigorously scheduled, monitored, assessed, and publicized to improve program efficiency and success rates.

Goal B: Basic skills student performance and success measures are gathered, analyzed, and reported.

Goal C: High school graduates are aware of requirements and effort needed for college level work.

Goal D: The college implements a support system to promote basic skills student success.

Goal E: Support faculty, staff, and administration professional development opportunities related to strengthening skills to support basic skills students.

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	A	Basic skills pathways are more rigorously scheduled, monitored, assessed, and publicized to improve program efficiency and success rates.	\$15,000
Long Term Goal #2	B	Basic skills student performance and success measures are gathered, analyzed, and reported.	\$15,000
Long Term Goal #3	C	High school graduates are aware of requirements and effort needed for college level work.	\$15,000
Long Term Goal #4	D	The college implements a support system to promote basic skills student success.	\$25,000
Long Term Goal #5	E	Support faculty, staff, and administration professional development opportunities related to strengthening skills to support basic skills students.	\$20,000

Long Term Goal Total

Long Term Goal #1 Amount : \$15,000
 Long Term Goal #2 Amount : \$15,000
 Long Term Goal #3 Amount : \$15,000
 Long Term Goal #4 Amount : \$25,000
 Long Term Goal #5 Amount : \$20,000
 Total : 90000

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

Program and Curriculum Planning and Development : \$15,000
 Student Assessment : 0
 Advisement and Counseling Services : \$15,000
 Supplemental Instruction and Tutoring : \$5,000
 Coordination & Research : \$35,000
 Professional Development : \$20,000
 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	Associated	Target Date				

	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	for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Establish processes to regularly gather, analyze, and report basic skills student performance and success.	A	05/31/2016	Molly Senecal	OIR	Process established to regularly gather, analyze, and report basic skills student performance and success.	\$15,000
Activity #2	Identify, assess, and publicize existing basic skills pathways to students, college community, and k-12 partners.	B	Ongoing	David Williams	Instruction	Additional pathways are identified and publicized. Assessment process established.	\$10,000
Activity #3	Work with feeder schools to improve level of preparation of incoming students, including aligning curriculum assignments.	C	Ongoing	Bernard Gibson	Student Services	Additional feeder schools participate in the College Connections program. College Conversations activities between FLC Faculty and Folsom Cordova Unified School District English and Math faculty.	\$15,000
Activity #4	Identify, assess, coordinate, publicize, and track usage of all basic skills student support services.	D	Ongoing	David Williams	Instruction	Identification, coordination and publication of all basic skills student support services.	\$30,000
Activity #5	Provide professional development opportunities for faculty, staff, and administration to strengthen skills related to basic	E	Ongoing	David Williams	Instruction	Additional faculty, staff and administration are trained in On Course skills and 3CSN. Faculty	\$20,000

skills students. Focus will be on OnCourse and 3CSN skill development.					professional development in tutoring, acceleration, and other initiatives.
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11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

No

7. Action Plan Template (Additional Activities)

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							
Activity #7							
Activity #8							
Activity #9							
Activity #10							

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

8. Action Plan Template (Additional Activities)

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

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

9. Action Plan Template (Additional Activities)

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

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

10. Action Plan Template (Additional Activities)

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

12. 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>