



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

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## **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/BasicSkillsEnglishSecondLanguage.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

October 1, 2015

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## 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\*: \_\_\_\_\_ Kari \_\_\_\_\_

Name\*: \_\_\_\_\_Kari Richards-Dinger\_\_\_\_\_

Title: \_\_\_\_\_Associate Professor, Mathematics and BSI Coordinator\_\_\_\_\_

District: \_\_Riverside Community College District \_\_\_\_\_

College: \_\_Moreno Valley College\_\_\_\_\_

Email Address\*: \_\_\_\_\_kari.richards-dinger@mvc.edu\_\_\_\_\_

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Fax Number: \_\_\_\_\_(951) 571-6194\_\_\_\_\_

Mobile Phone \_\_\_\_\_

**3) How do you prefer to be contacted?**

Phone

Email

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## **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?**

Moreno Valley College has institutionalized several key programs that were begun as part of the Basic Skills Initiative. The specific programs are described below. Specific steps that were taken to institutionalize these programs were to leverage available resources to provide faculty with professional development and training provided by state leaders, usually through the California Community College Success Network (3CSN) and the associated California Acceleration Project and Reading Apprenticeship program.

College programs and projects that have been institutionalized include designing accelerated developmental curricula in English and math; offering developmental courses in a compressed-format in English, reading, and math; offering Reading Apprenticeship training; expanding Supplemental Instruction to Basic Skills courses; and providing support directly to students to improve writing skills in the Writing and Reading Center.

Designing and institutionalizing accelerated developmental curricula in English and math. As part of the Basic Skills Initiative, MVC designed accelerated one-semester courses in math (math-37, Algebra for Statistics) and in English (English-80, Preparatory Composition). Neither course has any pre-requisites, so students can enter with any level of initial assessment. Each of these courses prepares developmental students to succeed in a corresponding college-level course (statistics, English composition).

The table below summarizes the growth of Math-37 and English-80, reflecting the institution's commitment to growing these successful courses. The decision to expand offerings was based on a research report completed during 2014-2015 that compared student completion of college-level math and English courses in the traditional courses pipelines and in the accelerated pipelines. The accelerated courses showed dramatic improvement, as described elsewhere in this report.

Year	Math-37 Sections offered	English-80 Sections offered
2011-2012	1	0
2012-2013	1	6
2013-2014	1	11
2014-2015	3	14
2015-2016 (planned)	5	20+

The accelerated courses' growth has been fueled primarily by the support and interest of the faculty who sought and received professional development. Initially, BSI funds supported professional development provided by the California Acceleration Project (CAP). Similar training continued to be provided for faculty in 2014-2015 with Basic Skills Initiative support, primarily for part-time faculty members.

The English faculty have also developed a college "acceleration academy" for any faculty member who expresses interest in or who are currently teaching accelerated courses. In this academy, in addition to training and targeted preparation for teaching the course, participants gain access to the course materials developed by faculty who taught the accelerated course previously. This academy, and part-time faculty participation in specific, is supported with BSI funds. Additionally, part-time faculty in both English and math disciplines have received financial support from BSI funds to periodically gather and discuss course-related challenges, opportunities, and successes.

As a result of MVC's growing acceleration program, the "acceleration academy" leaders have been requested to provide training at 3CSN events and are providing training at statewide conferences. Their travel is supported by college BSI funds.

The faculty and college have identified expansion of accelerated developmental course offerings as a specific goal in the 2015-2018 Integrated Strategic Plan as a method of reducing student time spent in remediation. In support of this goal, faculty members and administrators have invested time and effort to market the accelerated courses to counselors and other college employees (e.g., in the assessment center) who are early points-of-contact for students. Counselors have begun visiting Math 37 on the first day of class to help students understand the course and how it relates to progress in the math sequence. English courses have provided similar information directly from the teaching faculty. These information campaigns have helped recruit for the courses and have helped inform students about the requirements and benefits of the courses, so that students can make informed choices about their developmental education. The ESL program is exploring a similar recruitment and information campaign.

Recent and continued growth in accelerated developmental education has been further strengthened by hiring full-time faculty with knowledge and experience in accelerated courses. During the most recent recruitment of full-time faculty positions, the discipline faculty in math and English chose to emphasize experience with developmental accelerated courses. As a result, all of the full-time faculty hired this year in both Math

and English had experience teaching accelerated developmental courses. These hires supported the college goal to continue expanding the accelerated course offerings.

Finally, based on these promising results at MVC, which are consistent with results published in other research studies about community colleges, the reading discipline is in the process of creating an accelerated reading course. This course is currently in development and review in our district's curriculum approval process. The reading discipline anticipates offering sections in fall 2016.

#### Course compression

Another initiative initially supported by the Basic Skills Initiative that has been institutionalized and grown is offering compressed developmental courses. These courses, which were traditionally offered in a full-semester length, are now offered in half-semester formats and are stacked in sequences of two sequential developmental courses during the fall and spring terms. This compression permits students to complete two developmental courses in one semester with minimal transition at the mid-semester point.

The English discipline began offering the two- and three-levels-below-transfer courses (English-60B and 60A, respectively) in a compressed format, shortening course time from a 16-week format to an 8-week (or shorter) sequential format. Review of the results from these compressed sequences led the discipline to the conclusion that such courses are best offered in eight-week (or shorter) formats, and implemented this practice in 2014-15.

The reading discipline has also institutionalized compressed courses. While the two-levels-below-transfer reading courses have been offered in 8-week formats for several years, starting in 2014-15 the three-levels-below-transfer course was also offered in a compressed format. This “fast-track” reading sequence is continuing in 2015-2016.

During summer 2015, several faculty participated in Student Equity committee workgroups and reviewed peer-reviewed studies about developmental education. Based on the literature findings and supported by successes in MVC compressed courses, starting in 2015-2016, two new compression sequences are being offered at MVC. In math, the Elementary Algebra (Math-52) and Intermediate Algebra (Math-35) courses are being offered in a compressed “fast-track” format, identical to the English and reading sequences. One pair of algebra sections is being offered in fall 2015. In English, the one-level-below-transfer course (English-50) is being offered in a compressed format followed by college-level English composition (English-1A); five pairs of English sections are being offered in fall 2015.

#### Reading Apprenticeship

The college's Reading Apprenticeship efforts, like those associated with acceleration, have increased and continue to be a prominent professional development program but have not been institutionalized. Interested faculty continue to be provided opportunities to attend 3CSN trainings supported by Basic Skills funding.

#### Direct student support in the Writing and Reading Center

In order to improve students' performance in pre-collegiate composition courses (English 60A, 60B, 50), Moreno Valley College has provided a Writing and Reading Center (WRC) for years. This center has been supported by English faculty members (through instructional lab hours) and student writing consultants. The student consultants have been supported with funding from the Basic Skills Initiative. Up through the end of 2013-2014, this center was primarily an instructional laboratory space while also providing assistance to students using metacognitive strategies and approaches to composition.

In order to help students succeed in pre-collegiate and college composition courses, beginning in Summer 2014, student English laboratory instruction changed from a "to be announced" format that was offered primarily in the WRC into a scheduled laboratory format offered in classrooms. Concomitant with this change was a repurpose of the WRC from a laboratory environment into a writing support center. While student writing consultants were employed before and after this transition, the consultants now focus explicitly on writing improvement, rather than sharing time with laboratory and computer assistance.

To ensure that the WRC and laboratory instructional format changes were successful, English faculty (full-time and part-time) met several times to discuss and plan. In addition, one semester after the change was implemented, faculty members met again to evaluate the changes and review student feedback. Throughout this process, part-time faculty members' attendance was encouraged and supported by the college's Basic Skills Initiative funding.

At the end of summer 2015, the WRC was relocated to a new permanent location to enhance student support. This space was designed collaboratively by faculty, staff, and administrators and the design concepts included previously provided student input.

During 2014-2015, the WRC was primarily used by students enrolled in English courses in support of their writing success. Effective summer 2015, the WRC now supports all students across the curricula and is marketing this support to all faculty.

### Supplemental Instruction

Moreno Valley College has used Basic Skills Initiative funds to expand the college's Supplemental Instruction program for developmental courses. Prior to the BSI additional funding, the college's Title V grant for Science, Technology, Engineering, and Math (STEM) funded Supplemental Instruction (SI) for STEM-related courses. With the additional funds from BSI, the college has provided Supplemental Instruction in developmental English, reading, and math courses and the number of developmental courses supported has grown during 2014-2015. Student success outcomes for students participating in Supplemental Instruction are among the best of any college intervention attempted based on research conducted by the SI program. Results from the fall 2014 section of (accelerated developmental) English-80 with SI support include the following outcomes,

	Students attending SI	Students not attending SI
Retention	100%	83.0%
Success	58.8%	48.9%

GPA

2.36

1.66

As a result of the increased student success in SI-enhanced developmental courses, institutionalizing this program has been included as a specific objective in the 2015-2018 college Integrated Strategic Plan.

### **What are the obstacles to doing so?**

Moreno Valley College has been successful at implementing most of its long-range initiatives to improve success rates of students in developmental sequences. However, some challenges still remain, most notably in the acceleration, supplemental instruction, and distance education areas.

#### Acceleration

While the major plans from previous years have been implemented at an institutional level, scaling the accelerated courses continues to be challenging. The bottleneck in math has been finding interested faculty who are motivated to teach the course and who are knowledgeable about the research-based best practices in acceleration, which include content-specific and non-academic (e.g., affective domain) needs of the students. Expanding accelerated English has faced a similar obstacle but the English discipline has been more successful in identifying interested knowledgeable faculty members.

A second obstacle for scaling accelerated math would have been students' need to use computers frequently during class. This potential obstacle was overcome in 2014-2015 by leveraging BSI funds to purchase laptop-carts for a math classroom. This has increased our capacity to offer sections of our accelerated pre-statistics math course. Continued growth in the accelerated math course may necessitate re-examination of spaces at the college that provide (laptop or desktop) computer access to students.

#### Supplemental Instruction

While the college has identified a goal in the Integrated Strategic Plan for 2015-2018, no specific funding sources have yet been identified or has a comprehensive implementation plan been developed.

#### Distance Education

Some developmental courses at Moreno Valley College are offered in a distance education (online or hybrid) format. Success rates in online courses across the college, including in developmental English, math, reading, and ESL courses, continue to be lower than face-to-face courses. Success rates in online developmental classes are approximately 4% lower than success rates in the same courses offered in a hybrid format. Similarly, success rates in hybrid courses are approximately 3% lower than success rates in the same courses offered in a face-to-face format. These results have not yet been tested for statistical significance.

To help improve student success in distance education courses, faculty (full-time and part-time) have been provided with professional development opportunities, supported by the Basic Skills Initiative, to attend distance-education focused conferences. In addition, during 2014-2015, the college Distance Education committee began surveying students and faculty to gain information about student learning and faculty teaching experiences.



One of the biggest obstacles to making systemic improvements in Distance Education success rates, including in developmental courses, is the lack of a comprehensive college Distance Education plan. Therefore, the college is in the process of developing such a plan. Three distance education faculty leaders developed the initial draft of a comprehensive college Distance Education plan in summer 2015 based on a review of relevant literature and studies. The draft plan includes shifting distance education professional development from technical training to brain-based pedagogical practices and developing communities of practice. It is anticipated that the distance education plan will be implemented in 2015-16.

**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)**

Accelerated developmental curricula in English and math

Compressed courses in English, reading, and math

Supplemental Instruction

Student support for writing through the use of the Writing and Reading Center

Reading Apprenticeship

Increased tutorial services

Providing student support in math courses in the college Math Lab

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

The response to this question was provided in our response to the first question above when describing the specific steps taken to institutionalize programs. These initiatives were supported through the college’s Integrated Planning and Resource Allocation Model. Beginning with program review data and narratives, the college-decision makers were able to leverage multiple funding sources, including BSI funds, restricted funds, and unrestricted general funds to implement immediate and mid-range resource allocations.

Additionally, dedicated faculty sought and obtained training and then implemented the initiatives at the college. For acceleration, compression, and writing support in the WRC, the initial implementation was then followed by expanded training opportunities, evaluation of initial outcomes, and integration of part-time faculty into the initiatives. Supplemental Instruction and Reading Apprenticeship would benefit from local initiatives that attract part-time faculty participation.

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

In spring 2015 the college convened a task force comprised of the co-chairs and administrative facilitators of the SSSP Committee, Student Equity Committee, and

Basic Skills Committee in an effort to improve alignment between these three campus-wide efforts. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees are in support of this new task force. In fall 2015, the proposal for this inclusive committee, made up of diversely represented constituencies, will make its way through the college governance committee approval process.

The purpose for this new committee is to:

- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align/leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the “silo effect” as we address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve

A coordinated effort to integrate the goals of the SSSP Plan with other college-wide efforts, including our college’s categorical programs, will be made.

One specific area of overlap between the college’s efforts to improve Basic Skills outcomes and SSSP initiatives relates to the college assessment process in English, math, reading, and ESL. Research has shown that one of the primary methods of increasing the percentage of students who are qualified to take college- and transfer-level courses is more accurately placing students initially into the courses in these disciplines. Moreno Valley College relies strongly on the ACCUPLACER exam to initially place students, even though exam-centered placement places approximately 25% of students in courses below the level where the students are likely to succeed. Thus, our current college process relegates numerous students unnecessarily into pre-collegiate (developmental) courses. Through its strategic planning process, the college established a work group whose charge is to examine our placement process and to explore alternative methods to determine a student’s placement, in addition to using ACCUPLACER.

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

During spring and summer 2014, the Student Equity committee developed two primary goals that will help reduce diagnosed inequities in student outcomes. One of those goals is to increase accelerated developmental courses. As a result, acceleration efforts at the college have been supported by both BSI and Student Equity funds.

To help improve initial student assessment and placement, the Student Equity Committee helped organize the first of several Education Summits between college basic skills discipline faculty, corresponding high school faculty, and administrators from the college and local high schools. The first Summit was held on September 17, 2015.

The college Umoja-based Renaissance Scholars Program (RSP), designed to improve student outcomes for traditionally less-advantaged populations, has also been supported by both BSI and Student Equity plans. BSI has supported professional development opportunities for the program coordinator and student leaders while Student Equity funds are being used to institutionalize and expand the staffing levels for this program. Student Equity also funded the RSP Summer Bridge Program, which initialized an on-going learning community to provide support and increase students' academic and personal success.

Until the college develops the umbrella structure that unifies Student Equity, SSSP, and Basic Skills support, our college Basic Skills faculty coordinator continues to attend the college's Student Equity and SSSP committee meetings to help increase cooperation and integration.

## **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](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/cccoipsu/Question\\_5\\_worksheet%28for\\_release%29.xlsx?attredirects=0&d=1](https://sites.google.com/site/cccoipsu/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.**

As suggested in the provided videos, we first used the Basic Skills Cohort Progress Tracking Tool in conjunction with the Excel spreadsheet provided by the Academic Affairs Division to compare basic skills progress at MVC in 2011-13 and in 2013-15. The prescribed method of comparison only explores course success rates, rather than overall student progress through the sequence of courses. While course success rates are useful, they do not capture the effects of the efforts MVC has been focusing on: instituting accelerated courses in both English composition and mathematics. The primary advantages of acceleration are that it reduces the number of exit points from the sequence and decreases the number of courses that students must successfully complete, allowing students to complete remediation in less time. At MVC, the accelerated courses were also designed specifically to prepare students for the college-level courses using best practices described in research.

Course success rates alone will not show the beneficial effects of either of these changes. In addition, the fact that the Cohort Tracking Tool only captures students' first basic skills course in each subject area limits the tool's

usefulness with regards to acceleration courses. A pipeline analysis by our college's Office of Institutional Effectiveness has shown that many MVC students enroll in accelerated courses after unsuccessful attempts in the traditional sequence. These students do not appear in the Cohort Tracker's data for accelerated courses.

Therefore, we include analysis from our college's pipeline study to help diagnose the impact of MVC's acceleration efforts. This college study compared developmental students' progress rates in the traditional course sequence with progress rates for the English and math accelerated sequences.

Our Student Equity Committee has examined the disaggregated data by gender, age, ethnicity, etc. Based on their analyses, the committee made acceleration in English and math one of its top two priorities. Working together with Student Equity, our BSI committee has several different acceleration projects planned.

**English-Writing (Composition)**

Using the Cohort Tracking Tool and the provided Excel spreadsheet to compare course success rates in 2011-13 with the rates in 2013-15, we see that the English-Writing course success rate increased from 72.29% to 73.58% ( $z = 1.16, p = 0.1227$ ); this difference is not statistically significant. The number of attempts increased 26.4% from 2851 in 2011-13 to 3604 in 2013-15.

The college's pipeline progression study examined student successful completion of pre-collegiate and transfer level English courses for both traditional and accelerated sequences. The comparison was disaggregated by students' initial placement level. The results are shown in the table below:

Student's initial placement level	Traditional sequence college-level course completion rate	Accelerated college-level completion rate	Ratio of acceleration to traditional
3 levels below	13.1%	28.1%	2.1
2 levels below	26.3%	37.1%	1.4
1 level below	41.8%	51.9%	1.2
Overall	29.1%	34.2%	1.2

These data clearly indicate that acceleration increases student success in the developmental sequences, even though course success rates showed no statistically significant improvement.

The English discipline is now only offering compressed and accelerated courses to prepare students for college-level courses quickly and has abandoned the traditional sequence of full-semester developmental courses.

## **English-Reading Discipline**

Using the Cohort Tracking Tool and Excel spreadsheet to compare 2011-13 with 2013-15, English-Reading course success rates decreased from 80.93% to 72.70% ( $z = 4.96$ ,  $p = 0.0000$ ); this is a statistically significant decrease. The number of attempts increased 44.9% from 1059 in 2011-13 to 1535 in 2013-15.

We performed additional calculations on the 2011-13 vs. 2013-15 data to examine the reduction in success rates disaggregated by initial reading course enrollment and found the following:

3 levels below: decreased from 81.55% to 75.75% (attempts increased from 401 to 800)

2 levels below: decreased from 76.83% to 73.88% (attempts increased from 259 to 268)

1 level below: decreased from 82.96% to 66.81% (attempts increased from 399 to 467)

The largest change in success rates occurred for students who first enrolled in a reading course one level below transfer (Reading-83). Investigating further, we found that the only online courses offered in the Reading discipline are at one level below transfer, and they started being offered in fall 2013. Comparing success rates in one level below transfer during 2013-15 between online sections (59%) and non-online sections (70-80%), we see that beginning to offer the Reading-83 course online explains most of the significant decrease.

## **Mathematics-Discipline**

Using the Cohort Tracking Tool and Excel spreadsheet to compare 2011-13 with 2013-15, we see that the Mathematics course success rate increased from 50.18% to 52.60% ( $z = 2.28$ ,  $p = 0.0113$ ); this is a significant increase. The number of attempts increased 29.9% from 3930 in 2011-13 to 5105 in 2013-15.

We performed additional calculations on the 2011-13 vs. 2013-15 data to disaggregate the change in success rates by level below transfer and found the following:

4 levels below: decreased from 54.69% to 32.26% (attempts decreased from 373 to 31)

3 levels below: decreased from 53.90% to 51.38% (attempts increased from 397 to 1481)

2 levels below: increased from 44.77% to 47.62% (attempts increased from 1349 to 1363)

1 level below: increased from 52.46% to 56.73% (attempts increased from 1811 to 2230)

The biggest decrease in success rates occurred at four levels below transfer. This is because by 2013-15 the only courses remaining four levels below transfer were self-paced modular courses, taken by students who hadn't been successful in traditional formats previously. As of spring 2015, MVC has eliminated these self-paced math courses, and no longer offer any courses four levels below transfer.

We note that the traditional non-compressed arithmetic course at four levels below transfer was eliminated starting in fall 2012 in favor of a compressed "arithmetic and pre-algebra course." As a result, nearly all of the students who assessed four levels below

transfer were forced to take a course three levels below transfer. One might expect to see those success rates fall significantly. Instead, success rates fell by just 2.52 percentage points (or 4.7%) while attempts nearly quadrupled (increased by 273%.)

As with English-composition, the college also commissioned a pipeline study to determine the impact of math initiatives in acceleration. The purpose of the study was to examine successful completion of students from pre-collegiate to transfer level math courses in both traditional and accelerated sequences. The accelerated data from MVC and our sister school, Riverside City College, were combined because at that time there were only 2 sections offered at each institution. The comparison was disaggregated based on which level students assessed into, and the sequence completion rates for traditional (but not the accelerated) pathways were separated by college within the district. We will give success rates to transfer for the traditional sequence at MVC vs. the accelerated route at RCCD:

Student's initial placement level	Traditional sequence college-level course completion rate	Accelerated college-level completion rate	Ratio of acceleration to traditional
4 levels below	1.3%	36.1%	27.8
3 levels below	1.9%	33.3%	17.5
2 levels below	3.1%	45.2%	14.6
1 level below	12.7%	52.2%	4.1
Overall	6.4%	42.4%	6.6

The accelerated pathway saw 42.4% of students completing a transfer-level math course, a factor of 6.6 improvement. These data clearly indicate that acceleration positively contributes to student success, even though course success rates only increased 4.33%.

We have offered our accelerated math course during the following semesters: spring 2012, fall 2012, spring 2014, fall 2014 (2 sections), spring 2015, and now fall 2015 (2 sections). We plan to offer 3 sections in spring 2016 and to continue to grow our offerings as we're able to find interested and knowledgeable faculty members.

### **ESL-Integrated Discipline**

Using the Cohort Tracking Tool and Excel spreadsheet to compare 2011-13 with 2013-15, we see that the ESL-Integrated course success rate increased from 40.50% to 43.87% ( $z = 0.56$ ,  $p = 0.2866$ ); this difference is not significant. The number of attempts increased 28.1% from 121 in 2011-13 to 155 in 2013-15.

### **ESL Writing-Discipline**

Using the Cohort Tracking Tool and Excel spreadsheet to compare 2011-13 with 2013-15, we see that the ESL-Writing course success rate increased from 73.60% to 76.28% ( $z$

= 0.73,  $p = 0.2330$ ); this difference is not significant. The number of attempts decreased by 16.5% from 303 in 2011-13 to 253 in 2013-15.

### **ESL Reading-Discipline**

For ESL-Reading, we cannot use the Excel spreadsheet to compare 2011-13 with 2013-15, because no ESL-Reading courses were offered in 2011-13. Using the Cohort Tracking Tool to examine success rates for 2013-15, we find the course success rate was 100% with 18 attempts.

Of most concern to the college regarding all of the ESL results above is the low enrollment. Results from community surveys, including through the US Census Bureau, indicate that approximately 40% of people living in the Moreno Valley College service area speak a language other than English at home. These community members are all potential ESL students at MVC. The student population at our local high schools show even higher rates of “language other than English” at home. For example, at Val Verde High School 61% of students qualify as ESL. The college is now exploring how we can serve more members of the ESL community.



**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

## **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.

- A. Establish and develop comprehensive, ongoing, college-wide basic skills/ESL activities that promote success through pre-transfer level courses
- B. Provide extensive staff development opportunities to support services and instruction in Basic Skills/ESL and general effective teaching practices
- C. Implement an ongoing “culture of evidence” that validates and supports the Basic Skills/ESL Program
- D. Develop and implement pre and post enrollment support activities for Basic Skills/ESL students

**8) Long Term Goals for 2015-16**

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

	<b>Goal ID (The goal ID is determined by the college)</b>	<b>Long Term Goal</b>	<b>2015-16 Funds Allocated to this Goal</b>
Long Term Goal #1	A	Establish and develop comprehensive, ongoing, college-wide basic skills/ESL activities that promote success through pre-transfer level courses	\$55,986.38
Long Term Goal #2	B	Provide extensive staff development opportunities to support services and instruction in Basic Skills/ESL and general effective teaching practices	\$12,186.38
Long Term Goal #3	C	Implement an ongoing “culture of evidence” that validates and supports the Basic Skills/ESL Program	\$2,710.44
Long Term Goal #4	D	Develop and implement pre and post enrollment support activities for Basic Skills/ESL students	\$0

**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.*

\$55,986.38 \_\_\_\_\_ Long Term Goal #1 Amount

\$12,186.38 \_\_\_\_\_ Long Term Goal #2 Amount

\$2,710.44 \_\_\_\_\_ Long Term Goal #3 Amount

\$0 \_\_\_\_\_ Long Term Goal #4 Amount

\$0 \_\_\_\_\_ 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

\$0 \_\_\_\_\_ Program and Curriculum Planning and Development

\$0 \_\_\_\_\_ Student Assessment

\$0 \_\_\_\_\_ Advisement and Counseling Services

\$36,900 (D) \_\_\_\_\_ Supplemental Instruction and Tutoring

\$9,115 (G1,G2) \_\_\_\_\_ Coordination & Research

\$15,868.20 (G3) \_\_\_\_\_ Professional Development

**Comments:**

The college also plans to spend \$0 on category E (course articulation / alignment of the curriculum) and \$9,000 on category F (instructional materials and equipment.)

In addition to the amount shown above, an as-yet-undetermined amount will be spent to reassign by 20% the faculty member for coordinating the BSI initiatives.

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## 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 number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
#1	Writing, Reading Center (WRC) tutors: The WRC serves students writing in any discipline, at any stage of the writing process. Several (6-8) tutors will be hired so that at least two tutors are on duty for every hour the WRC is open. The WRC will also market its services to the college for support in courses and outside of courses (e.g., transfer applications, resumes.)	ABCD	06/30/2016	Jeff Rhyne, WRC coordinator	English	1. Number of student consultations each term. 2. Number of student visits to WRC each term. 3. Student satisfaction with one-to-one peer consultations. 4. Student satisfaction with access to consultants.	22,500
#2	WRC Scheduling and Assessment Reporting Software: Purchase of WOnline for WRC scheduling, data collection, and reporting. Also, a computer to run the software will need to be moved or purchased.	C	06/30/2016	Jeff Rhyne, WRC coordinator	English	This software will enable us to staff the WRC more efficiently as it tracks busy times. It will allow us to schedule appointments for some students who know they want to visit in advance, while also maintaining availability for "drop-in"	2215

Activity number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
						students. Finally, it allows post-consultation collection of data and creates reports based on surveys and demographic data collected.	
#3	Supplemental Instruction Program for Basic Skills classes: 1200 hours of SI will be provided.	ACD	06/30/2016	DOI – David Vakil  Student Success Specialist – Armone Lochard  STEM Project Direct – Maureen Rubalcaba	Math, reading, English	In courses where SI is available, we will analyze course success and retention rates for students who participate in SI and compare them to students who do not participate in SI. We will also examine the relationship between the number of times students participate in SI and course success and retention rates. Progression to the next course in the sequence, GPA, credits completed, and persistence to transfer level courses will also be measured. In addition, at the close of the semester, students who participate in SI will be surveyed to assess their perception of the impact of SI on their learning and success in the course.	22,800

Activity number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
#4	Reading Apprenticeship Training: up to eight faculty members will complete the introductory RA 101 online course and up to four faculty members, who have already completed the RA 101 course, will complete the Campus Coach online course.	B	06/30/2016	Sonya Nyrop and other participating faculty members	Various	Part of the assessment will be qualitative, with faculty surveys and opportunities for reflection on pedagogy as well as student surveys that ask students to reflect on learning and success. We will also look at the number of professional development workshop provided by faculty trained in RA as well as participation in these workshops.	9000
#5	California Acceleration Project Community of Practice - English: Two part-time and two full-time English faculty members will attend three mandatory sessions of the Communities of Practice (CoP) for the California Acceleration Project (CAP). They will also meet periodically at MVC to	AB	06/30/2016	Jennifer Escobar (team leader), Joseph Farago-Spencer, Monica Khalaj-Corre, Valarie	English	<ol style="list-style-type: none"> <li>1. Number of accelerated English courses offered</li> <li>2. Number of students passing accelerated courses and ready for college-level English courses, including disaggregation by ethnicity and gender.</li> <li>3. Number of students completing college-level English courses through the accelerated pipeline,</li> </ol>	4391

Activity number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
	share experiences and develop or strengthen accelerated courses for the 2015-16 academic year and beyond.			Zapata		including disaggregation by ethnicity and gender.	
#6	Accelerated English Community of Practice will include at least three of the following components: 1. Pods of 2-4 instructors will meet approximately monthly to share experiences, providing one another with feedback and support. 2. Informal (non-contractual) classroom observations and follow-ups. 3. Development and administration of a collective assessment project. 4. End-of-semester meeting of the whole group to norm an assessment project and to review progress and	ABC	12/31/2015	Dan Clark	English	We will develop an English 80 assessment project that will have measurable outcomes. We will also continue to monitor data on persistence and success from Institutional Research.	2477.20



Activity number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
	practices, with an eye towards ongoing self-improvement.						
#7	Credo Information Literacy Courseware: Credo provides generalized, interactive tutorials for learning to use technology to locate, organize, and evaluate information. Students will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.	A	06/30/2016	Debbi Renfrow	Library	English classes that receive a library orientation will be given a pre- and post-test to assess information literacy skills	7500
#8	Create an accelerated reading course	A	06/30/2016	Sonya Nyrop & RCCD reading faculty	Reading	Creation of an accelerated reading course	0

Activity number	Detailed Activity Description	Long-term Goal(s)	Completion Target Date	Responsible Person	Dept.	Measurable Outcomes	Funds
#9	Evaluate and, as indicated, expand current compressed courses in reading and math	A	06/30/2016	James Namekata and Sonya Nyrop	Math and reading	Evaluation report and, if indicated, increased section offerings of compressed courses	0

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## 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.**

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## 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.ccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>**

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