

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

09/22/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Carmen

Name

Carrillo

Title

Acting Dean, Academic Affairs

District

LACCD

College

Los Angeles Harbor College

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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?

Los Angeles Harbor College's Strategic Educational Master Plan (SEMP) aligns with the District plan via activities in our Achieving the Dream initiative, our SSSP efforts, our BSI efforts, goals and activities in our Student Equity plan and other student success practices on campus.

One project that is now institutionalized is Harbor Advantage, formerly our First Year Experience that began in fall 2013 using BSI funding. Harbor Advantage has been scaled up from 200 students to 400 students this fall 2015 and each has an educational plan based on his/her educational pathway. Next year, the plan is to provide a pathway to 600 incoming students. Harbor Advantage is now institutionalized.

The English as a Second Language department has done outreach to the surrounding community to promote and to recruit students to both the credit and non-credit ESL courses. Specific needs were identified to assist ESL students, so the department revised its curriculum. Consequently, ESL/BSI funds purchased headphones, and now ESL students use them regularly in the Language Arts Learning Center computer lab to work on listening and speaking portion of the new course content. The dictionaries, which were also purchased from BSI funding, are particularly suited for ESL students and used during workshop sessions. ESL has also institutionalized its Academic English workshop series where students review basic grammar and writing skills to help assist in their overall language improvement.

The college developed its Teaching Learning Center (TLC) in 2010 as an effort to provide professional development training for faculty. ESL/BSI funding supported its initial design and equipment by creating different work stations for participants. The TLC will now become the Professional Learning Center with the intention of supporting professional learning for all its campus members. Professional learning series, discipline specific workshops, and a work station will make up its new purpose. ESL/BSI and Student Equity funding will help scale up the new center.

Finally, Grammar Slam, funded out of ESL/BSI, began in summer 2011 to provide incoming students and/or at risk students basic grammar skills by using active learning exercises to show students how to correct common grammatical errors through Directed Learning Activities, interactive web exercises, individualized assignments based on pre-test, and practicing with games, including Grammar Bingo and Mad Libs. The need for Grammar Slam becomes more evident as the data shows continued disproportionate ratios. Student Equity funding will be used to develop a scaled up version of Grammar Slam for summer 2016 and winter 2017.

What are the obstacles to doing so?

Two obstacles have been identified that have been challenging. One is not having a structured process for Request for Funding (RFP) that members of the college community can request funds for pilot programs to assist our basic skills students. The second obstacle is the lack of sufficient data analysis to fully research the needs of the growing programs on campus. We anticipate overcoming this challenge with the addition of a new dean in the Office of Institutional Effectiveness.

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)

- Harbor Advantage
- Teaching Learning Center
- ESL courses, including non-credit classes
- Math courses

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).

- Harbor Advantage is a scaled First Year Experience program that was created in response to our successful AtD FYE intervention. It is a prescriptive approach to student success that guarantees new incoming students with a full academic schedule for fall and spring, including math and English. It has grown from 200 students to 400 students. Harbor Advantage could not succeed without the support of academic divisions and counseling.
- Teaching Learning Center is now the Professional Learning Center. The support of the Professional Development/Staff Development chairs and committees make this change possible. The dean of Academic Affairs will ensure that all disciplines are provided needed assistance to help students succeed.
- ESL courses, including non-credit classes. Last year, the ESL department saw a 500% increase in its non-credit ESL enrollment as reported in its Program Review. The full time instructor in the ESL department worked closely with its neighboring schools and community centers to promote our offerings.
- Math courses developed out of the need to accelerate are now institutionalized. Students are now able to remove two exit points in the sequence to transfer math classes.

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

Student success efforts at Los Angeles Harbor College over the past year have become more aligned. This alignment is partly a result of SSSP, which has made it essential for the college to create opportunities for discussion regarding student success. As a result, the Student Success Coordinating Committee, under the purview of both the College Planning Council and Academic Senate, coordinates all student success efforts at the college. This committee is overseen by three chairs: a basic skills faculty member, a dean of Academic Affairs who oversees ESL/BSI and Student Equity, and a dean of Student Services who oversees SSSP. Closing the equity gap and student completion are the goals that allow this committee to develop essential projects and activities that will meet these goals.

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

Equity funds are used to support ESI/BSI efforts. The three invention programs initiated through Achieving the Dream —Math preparation, Front Door, and Culturally Responsive Training—once funded through ESL/BSI, have been scaled up and have been integrated into the Student Equity plan. Faculty mentoring, CHAMPS, Culturally Responsive Training, counseling are being further developed to create climate change at the institutional level. The Professional Learning Center will also address the gaps identified through the Student Equity Plan and develop student success interventions needed for the academic and service areas.

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 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

The tables show that during the 2011-13 period, 158 students began at the English 021/073 level and 38 successfully persisted to English 101. From 2013-15 169 students began at English 021 and 30 successfully persisted to English 101. Upon further examination of the data, the percentage of success among English 021 students was higher in 2013-15. Factors that have contributed to this include the hiring of a full-time basic skills English instructor in fall 2013, developmental of continuous basic skills English workshops in the Language Arts Learning Center, and increased faculty presence in the Writing Center.

Since there is a noticeable percentage of leakage points in English, there needs to be an intervention guaranteeing continuous enrollment semester to semester. The English department will be examining its Program Review to assess its sequence of courses.

English-Reading Discipline

Students enrolled in Dev Com 035 only were analyzed in both academic periods. The progress Harbor College has demonstrated in the period 2013-15 was in improved successful completion rates. The data in the tables clearly show an 80% increase in initial success rate of the Dev Com 035 cohort in fall 2013, and near double rates of students persisting to the remaining basic skills English courses. Although not as significant, there was a slight increase in persistence to and completion of English 101 in 2013-15 of the Dev Com 035 cohort. The increase in these data amounts may be a result of improved curriculum, students learning outcomes (SLO), and use of results of the SLO's. For example, during the SLO assessment of Dev Com 035 in fall 2010, assessment data reflected a need for a new textbook to include an abundant amount of practice exercises.

However, the data also implies that there are too many exit points where students may decide to exit the sequence and/or seek a shorter sequence elsewhere. In order to improve this situation, the Dev Com department has implemented the Reading Apprenticeship approach and will analyze the completion, persistence, and success rates in 2016-17.

Mathematics-Discipline

The math data shows that during the 2011-13 academic periods, 185 students began at the math 112 level which is four levels below transfer, and seven successfully completed Math 123C, the prerequisite to transferable math. During the 2013-15 term, 275 students began at the math 112 level. According to the Basic Skills Cohort Program Tracking Tool, upon completing math 112, students took several routes in the math sequence including enrolling in math 110, 115, or 123b. Those successfully completing these courses progressed on to math 123a or 123c. Finally, 13 of this cohort moved on to and successfully completed math 125 or math 137.

The data shows some inconsistency in the order of courses taken; however, during the 2013-15 academic period, several changes were being implemented in the math department the major change being acceleration. Also, this inconsistency may be due to the incorrect coding of math courses at the state level. In order to incorporate acceleration, the math department developed Math 115 and 125 as an alternative to the Math 123ABC series, developed math 110 to combine Math 105 and Math 112 as a prerequisite to Math 123ABC, and created Math 137 which is a pre-statistics algebra course for the transferable statistics class. In addition, the math department has also changed the placement test tool in the assessment process to allow for more accurate placement. With these changes, the placement data and completion rates will be reexamined in the 2015-17 period.

Since there is a noticeable percentage of leakage of points in math, there needs to be an intervention guaranteeing continuous enrollment semester to semester. The Math department will be examining its Program Review to assess its sequence of courses.

ESL-Integrated Discipline

The ESL-Integrated data shows the comparison of English 084 and Dev Com 076 in the two respective academic terms. The data during the first term (2011-13) consists of little information because of low enrollment in ESL courses and the lack of a full-time ESL instructor for several years. The data in the second term reflect an increase in persistence, success, and completion due to rectifying the above-mentioned topics. The addition of a full-time instructor allowed for course SLO improvement, effective recruitment time and techniques, and replacement of outdated material.

ESL Writing-Discipline

The Basic Skills Cohort Progress Teaching Tool did not provide information in these areas. However, the same methods of improvement apply as in the ESL-Integrated section.

ESL Reading-Discipline

The Basic Skills Cohort Progress Teaching Tool did not provide information in these areas. However, the same methods of improvement apply as in the ESL-Integrated section.

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

[BSIReportNum5.docx](#)

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

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

There is no quantifiable data to measure success and persistence in noncredit ESL courses; however, since the addition of a new full-time ESL instructor in 2012, the enrollment has risen and there has been improved outreach efforts throughout the surrounding community. This data was gathered through the Office of Institutional Effectiveness. The ESL department will begin a system of records for success indicators. The Department will also clarify the sequence of noncredit courses.

ESL Writing-Discipline

There is no quantifiable data to measure success and persistence in noncredit ESL courses; however, since the addition of a new full-time ESL instructor in 2012, the enrollment has risen and there has been improved outreach efforts throughout the surrounding community. This data was gathered through the Office of Institutional Effectiveness. The ESL department will begin a system of records for success indicators. The Department will also clarify the sequence of noncredit courses.

ESL Reading-Discipline

There is no quantifiable data to measure success and persistence in noncredit ESL courses; however, since the addition of a new full-time ESL instructor in 2012, the enrollment has risen and there has been improved outreach efforts throughout the surrounding community. This data was gathered through the Office of Institutional Effectiveness. The ESL department will begin a system of records for success indicators. The Department will also clarify the sequence of noncredit courses.

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

[BSIReportNum6.docx](#)

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.

1. The number of students transitioning from noncredit ESL courses to credit courses will increase by 10% within five years beginning fall 2013.
2. The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within two years will increase by 5% annually in 2013-14, 2014-15, and 2015-16 over the 2011-12 academic year.
3. The successful progression rate of students from arithmetic and pre-algebra to statistics will increase by 5% over 2016-17 over the 2011-12 academic year.
4. Create a focused, student success-oriented professional development program to provide faculty the skills and experiences needed to meet Goals A-F.

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	The number of students transitioning from noncredit ESL courses to credit courses will increase by 10% within five years beginning fall 2014.	12,000
Long Term Goal #2	B	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within two years will increase by 5% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 academic year.	24,000
Long Term Goal #3	C	The successful progression rate of students from arithmetic and pre-algebra to statistics will increase by 5% over 2017-18 over the 2011-12 academic year.	10,000
Long Term Goal #4	D	Create a focused, student success-oriented professional development program to provide faculty the skills and experiences needed to meet Goals A-D.	35,000
Long Term Goal #5			

Long Term Goal Total

Long Term Goal #1 Amount : 12,000
 Long Term Goal #2 Amount : 24,000
 Long Term Goal #3 Amount : 10,000
 Long Term Goal #4 Amount : 35,000
 Total : 81000

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

Program and Curriculum Planning and Development : 24,000
 Advisement and Counseling Services : 12,000
 Supplemental Instruction and Tutoring : 10,000
 Professional Development : 35,000
 Total : 81000

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	Associated Long Term	Target Date for	Responsible	Responsible	Measurable	Funds

	allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Long-Term Goal ID	Completion (mm/dd/yyyy)	Person	Department	Outcomes	Funds
Activity #1	Explore implementation of a mandatory lab hour for E.S.L. 84, 85, and 86	A	fall 2019	ESL faculty	ESL Department	The ESL department will decide on restricting the number of units for E.S.L. 84, 85, 86 to include a lab unit. The percentage of students who successfully complete E.S.L.84-86 will be 20% higher than 2011-2012	5,000
Activity #2	Explore implementation of liaison/counselor for the non-credit E.S.L. classes who will assist students in transitioning from non-credit to credit classes.	A	fall 2019	ESL faculty	ESL Department	The percentage of students who successfully complete E.S.L.84-86 will be 20% higher in 2017-18 than 2011-2012	5,000
Activity #3	Offer pre-assessment and pre-semester English workshops for incoming students, particularly those in Harbor Advantage and CHAMPS.	B	summer 2016	English faculty; Dean of Academic Affairs; Communications Division chair	English Department	There will be an increase of 5% in the placement level of students, and there will be an increase of 20% of the number of students who participate in English workshops compared to 2014-15.	15,000
						There will be an increase	

Activity #4	Offer pre-assessment and pre-semester math workshops for incoming students, particularly those in Harbor Advantage and CHAMPS	C	summer 2016	Math faculty; Math/Technology Division chair; Dean of Academic Affairs	Math Department	of 5% in the placement level o students, and there will be an increase of 20% of the number of students who participate in math workshops compared to 2014-15.	10,000
Activity #5	Create/provide professional development opportunities for faculty that will enable them to meet goals A-D, including adopting Reading Apprenticeship and On Course curriculum.	D	fall 2016	Professional Development coordinator; Professional Learning Center; Student Success Coordinating Committee; Dean of Academic Affairs	Professional Learning Center	There will be a 20% increase of faculty participating in professional development focused on student success in 2016-17 compared to 2011-12.	25,000

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	F
Activity #6	Explore implementation of supplemental instruction for basic skills English	B	fall 2016	English faculty; Communications Division chair; Learning Resource Center; Academic Affairs	Basic Skills faculty	The percentage of students successfully completing English 21 and English 28 will increase by 5% in 2017-18 higher than 2011-12.	7
Activity #7	Explore implementation of supplemental instruction for basic skills math	C	fall 2016	Math faculty; Math/Tech division chair; Academic Affairs; Learning Resource Center	Basic Skills faculty	The percentage of students successfully completing Math 110 and Math 112 will increase by 5% in 2017-18 higher than 2011-12.	7
Activity #8	Explore implementation of a part-time ESL/Literacy Center instructional assistant who will assist students in completing Developmental Communications 37.	A	fall 2016	Developmental Communications faculty; Communications Division chair; Academic Affairs; Learning Resource Center	Developmental Communications	The Developmental Communications department will track the number of student who successfully complete Developmental Communications 37, and also increase the number of students enrolled in the course.	7
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)

14. Action Plan Activity Grid/Table

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

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

No

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

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

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

No

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

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

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>