



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

### California Community Colleges 2015-16 ESL/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/BasicSkillsEnglishasaSecondLanguage.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

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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\*: Mary

Name\*: Huebsch

Title: Basic Skills Coordinator

District: Rancho Santiago Community College District

College: Santa Ana College

Email Address\*: \_\_Huebsch\_Mary@sac.edu

Phone Number\*: 714-564-6541

Fax Number: 714-564-5629

Mobile Phone\*: 949-701-3324

**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@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](mailto:basicskills@cccoco.edu).**

#### 4) Basic Skills Program for 2015-16 narrative response.

##### Respond to the following 5 questions:\*

1. What specific steps is your college taking to institutionalize your basic skills funded programs and projects?
  1. Responses 1. a-d are for SAC credit
    - a. SAC Learning Center
      - New 2014-15 full-time, tenure-track professor position funded (Learning Center Coordinator)
      - Continued from 2013-14 tutoring by faculty (91.5 hours per week for 14-15 weeks each semester) and on-going staff (114 hours per week)
      - Future funds requested annually through Resource Allocation Requests submitted by Dean of Humanities and Social Sciences.
      - Basic Skills funded the initial creation of the Learning Center's Directed Learning Activities (DLAs) for basic skills, ESL and CTE (contextualized support for ESL students in selected CTE courses).The creation of new DLAs is a faculty responsibility.
    - b. Instructional Services Faculty Inquiry Group continued without BSI funding.
    - c. Redesigned math curriculum institutionalized (elementary and intermediate algebra sequence). Approved by SAC Curriculum and Instruction Council in fall, 2014. Beginning in fall 2015, all freshmen entering the algebra sequence will enroll in these new courses.
    - d. Freshman Experience Program (FEP) and Math Center tutors
      - SAC Academic Senate passed resolutions in May 2014 recommending institutionalization of costs associated with FEP and Math Center tutors, both partially funded by BSI since 2008 and 2009, respectively.
      - These resolutions were shared with two participatory governance committees and institutionalization of both FEP and the Math Center tutors is underway. Early progress is the result of integrating Basic Skills, SSSP, and Student Equity goals and allocating resources accordingly.
      - To date, permanent funding streams that include SSSP, Student Equity and general apportionment dollars are being directed to FEP, the Math Center, the SAC Math Redesign, and professional development.
  2. Responses 2. a-f are for SAC non-credit (School of Continuing Education)
    - a. The model of embedded counseling coordination in language arts, math, and ESL intermediate 3 classrooms previously funded through BSI is now partially institutionalized (2014-2015) by having a full-time tenure counselor assigned to coordinate the student success counseling services including the adjunct embedded counselors.
    - b. The coordination and leadership of the Basic Skills committee once funded through BSI is shared by the ESL coordinator and the Counseling department co-chairs both paid 100% with district funds.
    - c. A full-time faculty member coordinates the professional development program and provides the training for BSI "Skills for Success" activities. The coordinator is paid through funds other than BSI. Over 200 BSI certificates, which include learner-centered instruction and classroom assessment techniques, have been issued. Instructors are paid for the training through flex funding. A community of over 30 instructors in a Professional Learning

Community explores strategies to assess learning, analyze results, and share ideas for improvement of Student Learning Outcomes (SLO's). Instructors are partially paid through flex funding. An online flex management system to track activities and encourage faculty to complete their flex obligations was created in 2015 with non-BSI funds.

- d. The in-class Student Success lessons led by instructors and counselors within the ABE, GED, and High School Subjects labs and classrooms provide additional support for student learning and have been incorporated into the basic skills courses.
- e. The chair of ASE, a full-time tenured faculty is coordinating the basic skills curriculum revisions to include effective practices identified through the Basic Skills as a Foundation for Student Success in California Community Colleges, department leaders, and assessments. These efforts are paid through district funds.
- f. Educational plans for ABE and GED students have been an intricate part of the embedded counseling services provided to students in the large ASE, ABE and GED classrooms since 2008.

## 2. What are the obstacles to doing so?

1. Responses 1. a-c are for SAC credit.

- a. Recently the college's Resource Allocation Request (RAR) process was updated to allow members of individual departments to make a separate request for something that they believed was a critical college-wide need. These "college-wide" requests were prioritized within the division resource allocation requests, which subdued their ability to stand out independently. This indirect process reinforces a "siloed" approach to activities that have the potential to unify the campus and symbolize our strong commitment to success for all students. SAC is working to improve this for the current year and to create more of a stand-alone status for such items.
- b. Pressing budgetary needs across campus, including using new apportionment funds to meet our expanded full-time faculty obligation, as well as maintenance and technology needs.
- c. Lack of engagement by some faculty members in key basic skills areas.

2. Responses 2. a-c are for SAC non-credit.

- a. There is a critical need for additional full-time faculty (instructors and counselors) in the non-credit division of Santa Ana College. Ninety seven percent (97%) of faculty members are adjunct and due to hourly restrictions, critical functions are limited.
- b. The non-credit division has a commitment to institutionalizing tutoring and other services, however the funding sources are variable and are not ongoing. This creates a challenge to the institutionalization process.
- c. General budget restrictions influence the ability to institutionalize new programs and initiatives. Physical limitations of classroom and office space limits the ability to expand programs and current initiatives.

## 3. 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/program.)

1. Responses 1. a-f are for SAC credit.

- a. Math Redesign of elementary and intermediate algebra

- b. Math Supplemental Instruction
- c. Learning Center
- d. Freshman Experience Program
- e. Non-credit to credit transition program
- f. Intersegmental work on curriculum and placement

2. Responses 2. a-g are for SAC non-credit.

- a. Embedded Counseling services have been expanded to include Intermediate ESL 3 courses.
- b. Non-credit to Credit Transition to College
- c. Curriculum Alignment
- d. *Book of the Year* discussion groups
- e. The expansion on numbers of tutors serving basic skills students in the large ABE, GED and HSS classrooms.
- f. ABE has expanded from 78 students to 3,176 students since 2008.
- g. Professional development has expanded from a program with minimal focus to one of focus on best-practices and learner-center strategies with an emphasis on reflective teaching and classroom research. A program that before 2008 only provided workshops, now supports a variety of activities including a professional development certificate program, peer coaching, classroom research, online courses, reading circles, and the implementation of a professional learning community (PLC).

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

1. Responses 1.a-f are for SAC credit.

- a. Math Redesign: Math faculty have been frustrated with low success and retention rates for some time. In 2011, representatives from USC’s Center for Urban Education (CUE) presented an analysis of basic skills success and retention utilizing the Equity Action Tool. CUE found large achievement gaps in the algebra and developmental English sequences. The Math Department researched acceleration and redesign models in 2011-13 and determined that the best course of action was to redesign the algebra sequence curriculum. The department developed curriculum and math pathways for two redesigned courses, a business/STEM course (Math 84) and a social sciences course (Math 83). BSI supported this effort through funding Faculty Inquiry Groups for planning and piloting the new math courses.
- b. Freshman Experience Program: In the 2014-15 academic year, 23 cohorts were offered with 40 faculty members invited to participate in the professional development opportunities offered. In 2015-16, 23 cohorts are offered and 32 faculty are participating. BSI and Student Equity funding have provided the opportunity to add evening cohorts in English and Math and offer more robust professional development opportunities to improve outcomes for basic skills students. Re-designed math courses were included in the 2015-16 cohorts with designated pathways for business and STEM majors and students pursuing social sciences and other majors. Also, a specific cohort was developed for Pre-Health Science majors this year. Full-time faculty participation in the program is at an all-time high of 65%.
- c. The Learning Center’s attendance increased considerably in its second year of operation from 3,418 students in 2013-14 for a total of 20,880 hours to 5,567 in 2014-15 for a total of 31,269 hours. Services offered included Directed Learning Activities to support specific

course curriculum, tutoring and workshops. There are currently 136 DLAs specifically for basic skills level courses as well as DLAs for college-level English, foreign language, science and CTE.

Follow up data indicate students utilizing the Learning Center in fall 2013 had higher GPAs than those from the same classes who did not attend (2.64 vs. 1.82) as well as increased retention in courses.

An online tutor training program has been developed and will be implemented beginning fall 2015. The Instructional Services Faculty Inquiry Group met monthly during the year to better coordinate academic support services across the campus.

- d. Instructors and counselors from SAC credit and non-credit programs collaborate to provide "Discovering SAC," a transition program for non-credit students that includes in-class counseling presentations about matriculating to SAC and semi-annual transition conferences for non-credit students. Transition efforts continue have led to the development of a non-credit transition course (ESL 720 Transition to College), which was funded by AB86. This course was approved by the SAC Curriculum and Instruction Council in spring 2015 and may be offered in spring 2016. SAC's transition program, which has provided special training and services for over 500 students, received the 2013 ACCE (Association for Community and Continuing Education) Award for a Best Practice & Model Program and a CASAS (Comprehensive Adult Student Assessment Systems) Promising Practices award.
- e. Math Intersegmental efforts: SAC and Santa Ana Unified School District (SAUSD) math professionals meet regularly to improve math achievement and articulation. Continuing goals include:
  - Increasing the number of students who take math in 12th grade
  - Re-testing students who score close to the next level as late in the academic year as possible
  - Articulating courses for automatic advancement to college math for academically successful students
  - Eliminating non-rigorous math course content in high school instruction
  - Creating math intensive pathways that distinguish between the type of math needed by STEM students and the type needed by social science and liberal arts students--emphasizing high rigor for both, but different content, as linked to career pathways.

New goals include:

- Collaborating with SAUSD to ensure that students are taking the appropriate level of placement test. (The data showed that a huge percentage of students were initially taking the wrong level exam.)
- Inviting SAUSD math professionals to visit SAC's Redesign Math 083/084 classes to observe the delivery methods and better understand SAC's Redesign philosophy and approach. (SAUSD is trying to restructure their curriculum to better align with our Redesign classes in order to streamline the articulation process for students coming to SAC.)

f. English Intersegmental Efforts:

- One of the placement strategies sanctioned by The Santa Ana Partnership in 2014 involved the Expository Reading and Writing Course (ERWC) for seniors in three feeder schools from SAUSD. The pilot for this program—a course to course articulation based on SAUSD students completing the CSU-supported ERWC in their senior year of high school with a grade of A or B and then being placed directly into English 101 at SAC—was expanded in the 2014-2015 academic year to include all of SAUSD. These students will begin at SAC in fall 2015. Anecdotally, it seems that the students who placed using the ERWC have been placed properly. More conclusive data should exist after the 2015-2016, full-implementation year.
- At this time, the English department is not offering automatic placement for students who earned a C in the ERWC; however, the department is considering placing these students into English 061.
- The other program sanctioned by the Santa Ana Partnership in 2014—reading writing samples for students placed into English N50 to check for proper placement—is still in progress.
- Finally, the English department has been working with the Veteran Center to create a new Boot Camp program. In cooperation with the Veterans Center, members of the English department are conducting Boot Camps that help veterans skip one or two levels of English. If they complete the Boot Camp, the English chair looks over their final essay and reassigns them to a different English level if appropriate. This new program has proven to be very effective: So far, 100 percent of the veteran students who have done this have placed into a higher English level.

2. Responses 2. a-g are for SAC non-credit.

- a. The Embedded counseling student success lessons expanded to include the Intermediate ESL 3 levels and are now being offered at CEC and SAC sites. A series of seven lessons including a lesson on educational planning will be conducted in the classroom.
- b. A non-credit to credit transition to College student guide has been prepared to support student transition, and has been used to deliver student success lessons for ABE, ESL, GED, and ASE students.
  - An ESL Transition to College course was developed by credit and non-credit faculty (Funded by AB86). The course includes student success instruction and will include instructional and counseling faculty in its course content delivery.
  - A Student Success Conference is held in the fall and the spring bringing together - SAC faculty and non-credit ESL, ABE, CTE, GED and ASE students promoting college programs and services.
- c. Curriculum Alignment-
  - Department Chairs from SAC Credit Math and SCE High School Subjects met with other members of their respective departments to discuss articulation between non-credit and credit math students. Course Outline of Records were discussed in terms of minimum requirements for successful transition. A new revised High School Algebra 1B course was written in the fall of 2014 to meet the requirements of the articulation agreement.



- The Department Chairs from SAC Credit English and SCE High School Subjects met with other members of their respective departments to discuss articulation between non-credit and credit English students. Course Outline of Records were discussed in terms of minimum requirements for successful transition. A new revised High School Composition 2 course will be written in the summer/fall of 2015 to meet the requirements of the articulation agreement.
  - A series of Academic Vocabulary courses for ABE to prepare students for a transition into high school and GED courses. The new courses consist of five ABE Academic Vocabulary courses in the following areas: Academic Vocabulary for Language Arts, Academic Vocabulary for Math, Academic Vocabulary for Social Studies, and Academic Vocabulary for Science and Academic Vocabulary for Technology.
- d. *Book of the Year* discussion groups – ESL full time tenured faculty led two discussion groups for ESL, ABE, and ASE students.
  - e. The number of tutoring sessions has increased for each basic skills area. Embedded tutoring services have expanded by hiring 23 student assistants/tutors. In the summer, three Learning Facilitators were providing additional tutoring services.
  - f. ABE has expanded from 78 students to 3,176 students since 2008. ABE expansion has occurred due to outreach efforts, embedded counseling and tutoring, the integration of ASE and ABE math and English courses, and collaboration with the ESL department.
  - g. Professional development has expanded from a program with minimal focus to one of focus on best-practices and learner-center strategies with an emphasis on reflective teaching and classroom research. Flex activities that relate to BSI goals have been added and all faculty are encouraged regularly by the coordinator to participate in order to fulfill their flex obligations. An online management system has also been adopted to track all activities including certificate completions and PLC participation.

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

1. Responses a-e are for SAC credit.

The goals of SAC's SSSP plan are supported by SAC BSI in the following activities:

- a. Overall Coordination: The Dean of Counseling, Student Equity Coordinator, and BSI Coordinator/Faculty Professional Development Coordinator serve on the SAC Student Success & Equity Committee, a participatory governance committee, and on Strand A of SAC's BSI Taskforce, a college workgroup. These individuals also regularly attend budget meetings to coordinate SSSP, Student Equity and BSI expenditures.
- b. Counseling/Coordination: BSI stipend for a Strand B coordinator who assists with recruitment and advising of high school students at area high schools during SAC's Early Decision process.
- c. Counseling/Coordination: In 2014-15, BSI partnered with SSSP to fund a Basic Skills Counselor/Coordinator for 20-25 hours/week with direct service to basic skills and ESL students. This BSI Counselor/Coordinator set up or made presentations in all basic skills classes; saw students for individual follow-up appointments or workshops; monitored students' GPAs, passing and retention rates, and provided outreach and intervention to students as needed. The BSI Counselor/Coordinator also assessed services and new service delivery models for students for further refinement as needed. SSSP will take over funding of this position.
- d. Curriculum Planning: BSI stipends for curriculum planning for 30-35 faculty in Freshman Experience Program (FEP) and Fast Track. These programs, which have linked class learning

communities, provide orientation and year-long counseling/advising services, including cohort counseling classes, to approximately 750 first-time college students. Shared funding with SSSP.

- e. Funding for Professional Learning: BSI stipends for FEP and Fast Track faculty; funding for strengths-based courses and activities; BSI, Student Equity and SSSP conference funding for related conferences. SSSP funds additional professional learning on and off campus, particularly for counseling and student services staff.

2. Responses 2. a-e are for SAC non-credit

SAC-SCE BSI support the goals of SSSP plan the following activities:

- a. The Basic Skills co-coordinators are members of the Student Success and Equity committee.
- b. The BSI coordinators were part of the CCCC non-credit SSSP Ad Hoc Workgroup, which were instrumental in the developing of SSSP non-credit formula and the revision and update of the non-credit plan for SSSP.
- c. Since the inception of the Basic Skills Initiative grant, Student Success counseling and educational planning have been funded.
- d. Counseling/Coordination: In 2014-15, BSI partnered with SSSP to fund Basic Skills embedded counseling with direct service to basic skills and ESL students. The BSI counselors conduct orientations and Student Success lessons to non-credit students.
- e. Professional development through BSI-funded attendance to student success conferences.

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

1. Responses 1. a-e are for SAC credit.

The goals of SAC's Student Equity plan are supported by SAC BSI in the following activities:

- a. Overall Coordination: See 5a. above.
- b. Student Equity Coordination: The Student Equity Coordinator, BSI Coordinator/Faculty Professional Development Coordinator and SAC Research Analyst meet weekly to plan, discuss and evaluate campus efforts to improve equity for disproportionately impacted groups.
- c. Curriculum Planning for: See 5d. above. Shared funding with Student Equity.
- d. Funding for Professional Learning: See 5e above. Student Equity also funds a faculty professional development coordinator and cross-cultural consultant. Equity-related professional learning on and off campus for SAC faculty and staff.
- e. Funding for Research: BSI funds a BSI researcher who works closely with SAC's full-time research analyst, whose position is funded by Student Equity.

2. Responses 2.a-d are for SAC non-credit

- a. The Basic Skills co-coordinators are members of the Student Success and Equity committee.
- b. BSI leaders have participated in developing the goals of Santa Ana College's Student Equity plan.
- c. The goals and plans are interconnected.
- d. Professional development through BSI has funded equity –related professional learning.

## Data Analysis using 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

In the last two years, the English Department has seen significant gains in their basic skills completion rate ( Tables A.1 and A.2 ) and number of students in transfer level courses (A.3 below).

The English department at SAC has engaged in several activities to address their needs in Basic Skills writing. New placement procedures that take into account student writing samples have been effective in decreasing the number of students who start at three levels below transfer from 165 in 2011 vs. 69 in 2013 (Tables A.1 and A.2). Furthermore, the English department has instituted a pathway to matriculation via an expository reading and writing course (ERWC). Students who complete the expository course with a grade of A or B are assured of a spot in English 101 (the first transfer level course).

One of the impacts of the changes to these policies is the increase in students who take English 101, particularly those that are first semester freshmen. The percentage of students overall who enrolled in English 101 increased by 2 percentage points and freshmen students taking 101 increased by almost 60%.

In reading, there was a large increase in the basic skills completion rate. Students beginning in reading and completing a transfer level course increased from 13.4% to 17.1%. However, it is difficult to compare the cohorts from 2011-2013 to those of 2013-2015 as the courses that constitute 2, 3 and 4 levels below transfer are different, eliminating the ability to do side-by-side comparison.

In mathematics, basic skills completion and completion at the various levels of basic skills courses remained consistent. (See Tables B.1 and B.2)

There has been a marked increase in completion of elementary algebra, but that success has yet to translate to intermediate algebra. However, the department is taking steps to remedy this situation. The focus of the Math Department's activities has been on redesigning and accelerating the elementary and intermediate algebra pathway. Full implementation of the program began in fall 2015. Given the difficulty of progressing from 3 levels below transfer to completing transfer level math, this change could have profound effects upon math's basic skills completion rate.

ESL course completion rates are routinely excellent. However, the overall ESL completion rate (16.7% vs. 12.2%) and transfer rate have been declining (Tables C.1 and C.2). Because of the number of courses required to complete the sequence, any attrition can lead to significant decreases in ESL completion. Furthermore, because there are 5 levels below transfer for ESL, it is extremely challenging for a student to complete the entirety of the ESL course sequence in two years. Examining the data that we have currently available (2 and 1 level below transfer), it is clear that

the jump from 1 level below transfer to transfer has a significant drop in course success (40.1% and 55% respectively). The decline in students completing transfer level courses could be due to attrition or it could also be due to insufficient preparation for a non-ESL English course. To determine if this is the case, more research needs to be done.

English Writing Table A.1

	Three Levels Below Transfer	Two Levels Below Transfer	One Level Below Transfer	Transfer Success	Total n	Success n	BSC Rate Overall
Fall 2011- 2013 Cohort N50	61.82%	43.64%	20.00%	9.09%	165	15	
English 060		61.09%	4.28%	21.40%	257	55	
English 061			73.26%	42.78%	561	240	
					983	310	31.5%

Table A.2

	Three Levels Below Transfer	Two Levels Below Transfer	One Level Below Transfer	Transfer Success	Total n	Success n	BSC Rate Overall
Fall 2013- 2015 Cohort Eng. N50	46.38%	17.39%	10.14%	4.35%	69	3	
English 060		73.41%	41.39%	21.15%	331	70	
English 061			68.72%	45.07%	537	242	
					937	315	33.6%

Table A.3

	Total	Basic Skills	%-BS	Degree Applicabl e	%-Degree Applicabl e	Eng. 101	% Eng. 101	Freshma n 101	%- Freshma n 101
Fall 2013	3007	1322	43.9%	1700	56.53%	1153	38.3%	293	9.74%
Fall 2014	3374	1493	44.2%	1889	55.99%	1360	40.3%	508	15.06%
	367	171		189		207		215	

Fall 2011- Table B.1

2013  
Cohort

	3 Levels Below Transfer Success	2 Levels Below Transfer Success	1 Level Below Transfer Success	Transfer Success (BSC Rate)		Success n	Completi on BSC Rate	
Math N48	0.68908	0.38445	0.15756	0.06513		476	31	
Math 060		0.60417	0.30682	0.16098		528	85	
Math 080/081			0.6875	0.32974		464	153	
						1004	116	11.6%

Table B.2

	3 Levels Below Transfer Success	2 Levels Below Transfer Success	1 Level Below Transfer Success	Transfer Success (BSC Rate)		Success n	BSC Rate overall	
Fall 2013- 2015								
Math N48	0.6875	0.37772	0.21467	0.06522		368	24	
Math 060		0.5625	0.3125	0.11786		560	66	
Math 080/081			0.6893	0.30041		486	146	
						928	90	9.70%

ESL-  
Writing-  
2011-  
2013

Table  
C.1

	Five Levels	Four Levels	Three Levels	Two Levels	One Level	Trans.	Tota l n	Success	BSC Rate O
5 Levels	87.7%	63.0%	39.7%	21.9%	4.1%	1.4%	73	1	
4 Levels		92.5%	75.0%	50.0%	30.0%	12.5%	40	5	
3 Levels			91.9%	67.6%	56.8%	24.3%	37	9	
2 Levels				84.0%	56.0%	44.0%	25	11	
1 Level					81.8%	45.5%	11	5	
							186	31	16.7%

2013-  
2105

Table  
C.2

	Five Levels	Four Levels	Three Levels	Two Levels	One Level	Trans.	n	Success	BSC
5 Levels	82.7%	60.5%	40.7%			2.5%	81	2	
4 Levels		90.4%	71.2%			7.7%	52	4	
3 Levels			81.0%			17.5%	63	11	
2 Levels				90.5%	71.4%	28.6%	21	6	
1 Level					69.2%	38.5%	13	5	
							230	28	12.2%

6) Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

The non-credit programs serve approximately 16,000 non-duplicated basic skills students. Please see Table D below for overall achievement for non-credit programs.

**Overall ASE Reading Course Completion (C or better)**

The course completion rates in Adult Secondary Education (ASE) Reading have steadily improved. In-class group lessons, effective instructional strategies, embedded counseling services, and focused professional development activities have been listed as primary reasons for this dramatic improvement. In 2011 to 2013, there were **1,014** students who successfully completed Reading with a grade of C or better. In 2013-2015, **1,515** students completed the Reading classes successfully. This was a 49% improvement in successful course completion.

**Overall ASE Math Course Completion (C or better)**

The math course completions in 2011-2013 were **1,727** as compared to 2013-2015 in which 901 math course completions were registered. The drop in ASE math completion rates was a concern in 2013-2014; however, with the hiring of a math coordinator and the infusion of faculty development and new instructional strategies, there was a noted 95% improvement in 2014-2015. Successful course completions in 2013- 2014 were **304** in comparison to 2014-2015, when **597** students completed a math course(s) successfully. The curriculum alignment for student college transition will also enhance course completion in the future.

**Overall ABE Course Completion in Reading Writing and Math (P for Pass grade)**

The Adult Basic Education (ABE) reading, writing and math instruction below 8th grade level completion rates went from **820** in 2011-2013 to **880** in 2013-2015, an increased improvement of 7.5%. In addition, new ABE math vocabulary curriculum has been developed to support student transition in to the math Adult Secondary program.

**ESL- Integrated Discipline**

The non-credit ESL student success rate can now be assessed and tracked because of the state Academic Senate and CCCCO’s Non Credit Task Force pilot grading system, which was implemented in 2010. The success rate includes the total number of ESL students who earn a P for pass, an SP for satisfactory

progress, and (COMs) for students at the intermediate levels who score a certain percentage or higher on the department ESL Post Test. The total number of ESL students who progressed to the next instructional level is as follows:

In 2011-2013, **ESL- Integrated Discipline P (pass), SP (satisfactory progress), COM's grades** were awarded to **20,616 students**. In comparison, in 2013-2015, **28,376** students progressed to the next instructional level. The ESL integrated discipline successfully increased student completion or student satisfactory progress by 38%.

The Santa Ana College, School of Continuing Education offers ABE, ESL, CTE, and ASE (GED and HSS Diploma) programs for non-credit students. The programs are open entry /open exit and have continual enrollment throughout fall, spring and summer sessions. The student achievement indicators have shown a marked improvement for the GED Course completion in the SAJC inmate program, and an increase in Certificates of Completion. The High School Diplomas awarded have been lower, and there were fewer math course completions in 2013-2014, which correlates to having less program completion. (Table D below)

The successful SAC SCE professional development program has grown and developed in five phases: foundation, intensive training, collaborative classroom research and peer coaching, institutionalizing, and transition. In the current transition phase, the faculty has examined what is happening in the classroom based on instructor collaboration, classroom research, and formative assessments and how different strategies affect student learning and student outcomes. The goal is to continually increase participation; however, the challenge has been the minimal hours part-time instructors are allowed to work because of limitations from the Affordable Care Act. There have been in the past year 48 people participate with a core group of 23. The new goal is to expand to other sites and to use new SLO data to identify additional teaching strategies and inform curriculum development.

**Table D Student Achievement for non-credit**

<b>Non-credit Success Indicators</b>	<b>2011-2013</b>	<b>2013-2015</b>
High School Diploma	346	297
GED Course Completion (SAJC)	80	183
Certificate of Completion	3,768	3,774
CASAS learning gains	31,431	28,892

### **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.**

Long-Term Goals reported in 2014 SAC credit:

- A. Create and implement integrated academic support services for all students with standardized training and evaluation of tutors in all learning centers.
- B. We will see a five-year increase of 5% in the number of students who advance from 3 or fewer levels below transfer to qualify for transfer-level mathematics.
- C. The percentage of FEP students who advance from two levels below transfer in math to qualify for a transfer applicable mathematics course in one academic year will increase 7-10% over the next five years.
- D. The percentage of Fast Track students who advance from two levels below transfer in math to qualify for a transfer applicable mathematics course in one academic year will increase 7- 10% over the next five years

New Long-Term Goals for SAC credit:

- E. We will see a five-year increase of 20% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level mathematics.
- F. We will see a five-year increase of 10% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level English.
- G. We will see a five-year increase of 10% in the number of students enrolled in EMLS classes who advance to transfer-level English.

Long-Term Goals reported in 2014 for SAC non-credit:

- A. Provide foundation skills for reading, writing, and math to provide a seamless transition through the Santa Ana College School of Continuing Education programs. The successful student progression/course completion rate of students from ESL transitioning to ABE and/or transitioning to Adult Secondary Education will increase 6% by 2016-2017 over the 2010-2011 rate.
- B. The percentage of students who transition from ESL to ABE to ASE within the Santa Ana College School of Continuing Education programs and who transition to Santa Ana College credit programs will increase 6% by 2016-2017 over the 2010-2011 rate through the use of assessments, orientations, educational planning, tutoring, and student success instruction by embedded counselors in the classroom.



- C. Transition the professional development emphasis from effective practices to tangible learning outcomes by using ongoing classroom data to influence instructional learner-centered practices throughout the School of Continuing Education. This will be accomplished by engaging 10% of the instructors in a professional learning community in 2012-2013 and engaging an additional 5% of faculty each year thereafter.

New Long-Term Goals for SAC non-credit:

- D. Provide foundation skills for reading, writing, and math to provide a seamless transition through the Santa Ana College School of Continuing Education programs. The successful student progression/course completion rate of students from ESL transitioning to ABE and/or transitioning to Adult Secondary Education will increase 6% by 2016-2017.
- E. The percentage of students who transition from ESL to ABE to ASE within the Santa Ana College School of Continuing Education programs and who transition to Santa Ana College credit programs will increase 6% by 2016-2017 through the use of assessments, orientations, educational planning, tutoring, and student success instruction by embedded counselors in the classroom.

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

Four goals Santa Ana College credit will be focusing on for 2015-16.

	<b>Goal ID</b>	<b>Long Term Goal</b>	<b>2015-16 Funds Allocated to this Goal</b>
Long Term Goal #1	A	Create and implement integrated academic support services for all students with standardized training and evaluation of tutors in the Learning Center and Math Center.	\$77,723
Long Term Goal #2	E	We will see a five-year increase of 5% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level mathematics.	\$75,340
Long Term Goal #3	F	We will see a five-year increase of 2% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level English.	\$46,750
Long Term Goal #4	G	We will see a five-year increase of 2% in the number of students enrolled in EMLS classes who advance to transfer-level English.	\$20,340

Six Goals Santa Ana College non-credit will be focusing on for 2015-2016.

	<b>Goal ID</b>	<b>Long Term Goal</b>	<b>2015-16 Funds Allocated to this Goal</b>
Long Term Goal #1	A & B	Expand embedded counseling to all ESL Intermediate 3 classes. Providing program and student service information, lessons and planning.	\$66,434
Long Term Goal #2	B	Facilitate the transition activities and articulation agreements between non-credit and credit curriculum, department approval for new textbooks, and courses. Discuss with credit the non-credit Algebra 1B math curriculum and how it fits with SAC articulation agreement. Participate in partnership meetings with math faculty from credit and SAUSD.	\$167,840
Long Term Goal #3	A & B	Facilitate the development of the five new ABE Academic Vocabulary courses in five discipline areas. Create pathways to high school courses with the basic skills of academic vocabulary in a specific subject area.	0
Long Term Goal #4	B	Expand the tutoring program by hiring and training of tutors all year, including the summer.	\$62,000
Long Term Goal #5	C	Expand Professional Development activities by offering meetings at various times and days to increase participation. The professional Learning community will expand the sources it uses for analyzing to SLO data and other important data. Involve all disciplines.	\$24,455
Long Term #6	B	Increase accessibility for assessment services by centralizing assessment for ABE, ESL and ASE students.	\$9,500

**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.*

*Credit Goals*

\$77,723	Long Term Goal #1 Amount
\$75,340	Long Term Goal #2 Amount
\$46,750	Long Term Goal #3 Amount
\$20,340	Long Term Goal #4 Amount

*Non-credit Goals*

66,434	Long Term Goal #1 Amount
167,840	Long Term Goal #2 Amount
0	Long Term Goal #3 Amount
62,000	Long Term Goal #4 Amount
24,455	Long Term Goal #5 Amount
9,500	Long Term Goal #6 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

\$72,741 \_\_\_ Program and Curriculum Planning and Development  
0 \_\_\_ Student Assessment  
17,840 \_\_\_ Advisement and Counseling Services  
67,322 \_\_\_ Supplemental Instruction and Tutoring  
8,000 \_\_\_ Coordination & Research  
54,250 \_\_\_ Professional Development

**Non-Credit**

0 \_\_\_ Program and Curriculum Planning and Development  
9,500 \_\_\_ Student Assessment  
66,434 \_\_\_ Advisement and Counseling Services  
62,000 \_\_\_ Supplemental Instruction and Tutoring  
167,840 \_\_\_ Coordination & Research  
24,455 \_\_\_ Professional Development

**Comments:** Amounts included in Questions 8 and 9 above for SAC credit reflect funds from our 2014-15 allocation. We anticipate spending most of our 2015-16 allocation in 2016-17.

## Action Plan

Actions #1-9 below are for Santa Ana College credit.

	<b>Activity Description</b>	<b>Associated Long-Term Goal ID</b>	<b>Target Date for Completion (mm/dd/yyyy)</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Funds</b>
Activity #1	Continue to develop and refine curricula and procedures, including tutor training and evaluation, for the Math Center and integrated Learning Center that serves all students across campus.	A	06/30/2016	Learning Center Coordinator; Dean of Humanities and Social Sciences  Math Center Coordinator, Math Department Chair	Multiple Departments including English, ESL, Reading, Mathematics	Faculty and the Math Center and Learning Center Coordinators will develop and refine curricula, procedures and evaluation criteria for Learning Center activities. With other instructional center coordinators and faculty, the Learning Center Coordinator will pilot procedures for standardized tutor training	\$77,723

						and evaluation for all SAC instructional centers.	
Activity #2	Fully implement the transition to the two new one-semester beginning and intermediate algebra courses (Math 83-SLAM pathway; Math 84- BSTEM pathway)	E	06/30/2016	Math Redesign Coordinator, Math Redesign Assessment Coordinator	Mathematics	Fall 2015: 48 sections of the combined course are currently in session. Spring 2016: 45 sections of the combined course scheduled. Additional sections during Intersession and Summer.	\$67,340
Activity #3	Compare course success and persistence in the two new one-semester beginning and intermediate algebra courses with non-accelerated beginning and intermediate algebra sections in previous semesters.	E	06/30/2016	Math Redesign Coordinator, Math Redesign Assessment Coordinator	Mathematics	Percentage of students who successfully complete the two new one-semester beginning and intermediate algebra courses in 2015-16 will be five percentage points higher than percentage of students who successfully completed non-accelerated algebra and intermediate algebra courses in 2014-15.	\$8,000

Activity #4	Increase Freshman Experience Program, LCII and Fast Track faculty and student engagement by participating in individual and team activities to discover, develop, and apply strengths.	E, F	06/30/2016	Freshman Experience Coordinator; Faculty Professional Development Coordinator	Multiple departments including English, Counseling, Math	Student and faculty strengths awareness and strengths self-efficacy will increase by an average of .5 and 1.0 on 5 and 10 point scales, respectively. Faculty and student self-reflections and survey results will also be evaluated.	\$46,750
Activity #5	Develop Directed Learning Activities (DLAs) that deal with common ESL errors experienced by Generation 1.5 students.	F	06/30/2016	English Department Chair	English	A set of completed DLAs for Generation 1.5 student skill development will be available to all students utilizing the SAC Learning Center.	1,000
Activity #6	Have a conversation about acceleration and course redesign (including a reading component) for the English composition series.	F	6/30/2016	English Department Chair	English	Minutes of English Department meetings where acceleration and redesign were discussed.	\$3,000
Activity #7	Explore options for redesigning ESL curriculum or pairing ESL courses with reading and/or communication studies courses to	G	6/30/2016	ESL Department Chair and ESL Strand A members	ESL	Minutes of ESL Department meetings where redesign, acceleration, and/or cohort classes are	\$3,000

	improve student competencies in English language skills.					discussed.	
Activity #8	A BSI Counselor/Facilitator will work directly with basic skills and ESL students or facilitate counseling services for these students 20-25 hours per week. Services include making presentations in basic skills classes; monitoring students GPAs; providing outreach and intervention when needed.	E, F, G	6/30/2016	BSI Counselor/Facilitator, Dean of Counseling	Counseling	1000 students will have heard classroom presentations. 500 students will have received individual educational planning services. Students will rate counseling services at a 3.5 out of 5.	\$11,340
Activity #9	Develop a Second Year New Faculty Seminar that will be open to all faculty. Provide in depth professional learning and discussions about critical topics, for example understanding and closing equity gaps, strategies for improving classroom instruction including use of new technologies, and strategies for improving students' reading skills.	E, F, G	6/30/2016	Faculty Professional Development Coordinator	NA	Curriculum for bi-annual meetings of Second Year New Faculty Seminar and plan for implementation.	\$2,000

Actions #10-15 below are for Santa Ana College non-credit.

Activity #10	Expand embedded counseling to include ESL Intermediate 3 classes. Enhance program and student service and educational planning to ESL students.	A & B	June 2016 and ongoing	Julia Vercelli, Counseling; Carrie Patton, HSS; ASE; Susan Gaer, ESL; Carrie Patton, HSS; Adriana Gonzalez, ASE	Counseling, ESL, ASE, ABE	Increased success rate of ESL Intermediate level students to ABE, ASE by 2 % (over 6% from the 2010-2011 rate). Increase transition to college by 2% for ABE, HSS, and ESL.	\$66,434
Activity #11	Facilitate the transition activities and articulation agreements between non-credit and credit curriculum, department approval for new textbooks, and courses. Discuss with credit the non-credit Algebra 1B math curriculum and how it fits with SAC articulation agreement. Participate in partnership meetings with math faculty from credit and SAUSD.	A & B	June 2016 and ongoing	Carrie Patton, ASE; Julia Vercelli, Counseling	ASE, and Counseling	Completed articulation agreements between credit and non-credit in Math and English. Increase transition to college by 2% for ABE, HSS, and ESL.	\$167,840
Activity #12	Facilitate the development of the five new	B	June 2016 and ongoing	Carrie Patton, ASE; Adrianna Gonzalez,	ABE and ASE	Pilot and implement new	\$0



	ABE Academic Vocabulary courses in five discipline areas. Create pathways to high school courses with the basic skills of academic vocabulary in a specific subject area.			ABE/GED.		curriculum. Report on the success of high school students who have taken the academic vocabulary courses prior to high school enrollment.	
Activity #13	Expand the tutoring program to include ESL Intermediate 3 by hiring and training of tutors fall, spring and summer sessions.	B	June 2016, ongoing	Tutoring Coordinator	ASE, ABE, ESL	Increase hours of tutoring offered by 3%, to include summer	\$62,000
Activity #14	Expand Professional Development activities by offering meetings at various times and days to increase participation. Involve all disciplines.	C	June 2016 and ongoing	Rob Jenkins, ESL and Professional Development Coordinator	ESL/Professional Development Coordinator	Increase number of participants in the Professional Learning Communities from 30 to 50 instructors in 2015-2016.	\$24,455
Activity #15	Increase accessibility for assessment services by centralizing assessment for ABE, ESL and ASE	B	June 2016	Julia Vercelli, Rob Jenkins Carrie Patton Adriana Gonzales	Counseling , ESL, ABE and ASE Departments	Increase placement assessment by 2%	\$9,500

	students.						
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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.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>**