

Compton Community College District

2012-2013 ESL/Basic Skills Allocation End-of-Year Report

2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2013

[2]. Narrative Response

Respond to the following questions:

- ***How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?***

Assessment is an important part of any process, and El Camino College Compton Center appreciates the opportunity to assess what we have accomplished over the years and how it strategically connects to our institutions Educational Master Plan and the California Basic Skills Initiative. Presently all BSI funds are assessed by a BSI Steering Committee made up of Compton Center administrators, faculty and classified staff. The implementation of a Basic Skills Steering Committee has given the authority to allocate all of the Basic Skills funds. (The administration of El Camino College Compton Center did not appropriate any of the funds outside of the shared governance process.) This committee assesses programs and develops goals that are based on Basic Skills/ESL students' needs. Using the "Poppy Copy" as a guide, we are making strides at changing campus culture needed to develop a college-wide basic skills/ESL program that will integrate into all sectors of our institution, which includes but not limited to academic programs, career and technical education, counseling and student services. Because of the myriad of Basic Skills/ESL services this program funds, the BSI Steering Committee will continue to serve as the platform for assessing all BSI funds and its contributions to the academic success of these students. This committee will also ensure that all BSI funding relates to the college's educational master plan.

- ***What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?***

Our journey has been a very important part of the success and various achievements that have come from our Basic Skills Program. We have learned a lot from our problems in the past years and have made monumental strides at addressing these gaps pertaining to the ESL/Basic Skills area. The ESL program is one area that desperately needs faculty support from a variety of disciplines to develop processes and curriculum designed to create pathways for students to obtain a certificate, degree and/or transfer to a four-year university. Moving forward the BSI Coordinator/s and ESL/Basic Skills

faculty will be more active in professional development events such as the 3CSN LINKS provides to generate ideas to create and implement best practices for Basic Skills/ESL.

At the moment we do not put enough emphasis on assessment and outreach related to placing students in appropriate courses. We will be focusing more on pre-assessment efforts and outreach relative to placing students accurately into their courses as they register at El Camino College Compton Center. Our goal this year is to create an institutional awareness and implement interventions to both getting students to assess accurately and to advance within their levels in the counseling and student services arena. What we have learned from past years is that students are unaware of what preparation is needed prior to the assessment and prior to enrolling into courses that they may not be ready to successfully complete.

We currently do not have a specific process in place for Basic Skills/ESL project proposals that allows for a systemic proposal development. The plan is to establish a proposal format where the BSI Steering Committee can read and analyze all project funding requests. This process should assist in making clear decisions pertaining to not only the funding of a project, but also assess the level of funding a project should receive from BSI funds. In addition the BSI Steering Committee will also implement an assessment form for project leaders to complete at the conclusion of each grant cycle. Each project will be reviewed for continued funding based on the assessment at the end of the cycle.

In the six years since the BSI program was implemented, we have learned about how every element of every program at the college fits into the larger scope of student success. There are a multitude of things that the Basic Skills Initiative will allow us to better understand and implement changes as needed, including the following:

1. The college's Business Office staff must be at our program allocation meetings.
2. Counseling, Matriculation and Outreach administration have to be active participants in the Basic Skills Steering Committee.
3. The BSI Steering Committee works best as part of the shared governance process.
4. Students need to know of all the opportunities we offer from the Basic Skills Initiative program. Therefore the college needs to find new promotional and marketing strategies to inform students about the opportunities available to them.
5. Outreach must focus on pre-assessment efforts rather than just recruitment.
6. Support and strengthen ESL instruction to support and encourage students taking non-credit to credit courses.

What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?

It is important to note that a portion of Basic Skills funding afforded El Camino College Compton Center the opportunity to recruit and hire a much needed Research Analyst during its developing stages. The fulltime position of Research Analyst helped a college district that desperately needed a researcher and as such this position has now been institutionalized and is currently fully funded by the district. To further strengthen our research efforts and processes the college will be adding a Research Associate dedicated to the BSI program in the upcoming year which will be instrumental in our evaluation efforts. In addition, this collaborative effort with our Institutional Research department will afford us the opportunity to make better decisions at implementing sustainable BSI programs and services through accurate and statistical data analysis

All BSI related funded services, programs will be data driven for evaluation purposes to produce outcome and productivity reports, success rates and trends within our BSI/ESL student population. The action plan for the BSI program is to collaborate more with our Institutional Research department to assist the program in developing and implementing effective measuring tools and mechanisms to properly evaluate all programs and services that are funded through BSI. .

Another action plan in planning stages is to host our very first annual “Student Success Summit.” This summit will enable us to further coordinate the efforts of all student success initiatives from a variety of funding sources, including from the Basic Skills Initiative. This will be a year to year activity driven by faculty to address the goals and outcomes to make any necessary modifications to our plans based on assessment information. The summit approach will allow us to understand how all the grants at El Camino College Compton Center and general funds can be best used in concert to effectively serve our BSI/ESL student population.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

We are currently defining our cohort as developmental Reading/Writing/Math students beginning 2 levels below transfer level. Below are statistical figures for AY’s 2008-2012.

Disaggregation (2008 – 2010)

- Ethnicity Approximately 95% are African American or Hispanic
 - o 47% African American
 - o 43% Hispanic

- Gender
 - o 58% Female
 - o 42% Male

Disaggregation (2010– 2012)

- Ethnicity Approximately 95% are African American or Hispanic
 - o 46% African American
 - o 44% Hispanic
- Gender
 - o 61% Female
 - o 39% Male

During the Fall 2010 - Summer 2012 cohort the percentage of students that started two levels (Math 40/Math33/Math43) below transferred level and successfully completed a transfer level class (Math 130/Math 150) was 10.7%. This is an improvement of 4.2% compared to the Fall 2008 - Summer 2010 cohort.

During the Fall 2010 - Summer 2012 cohort the percentage of male students that started two levels (Math 40/Math33/Math43) below transferred level and successfully completed a transfer level class (Math 130/Math 150) was 6.6%. This is an improvement of 4.4% compared to the Fall 2008 - Summer 2010 cohort.

During the Fall 2010 - Summer 2012 cohort the percentage of female students that started two levels (Math 40/Math33/Math43) below transferred level and successfully completed a transfer level class (Math 130/Math 150) was 4.1%. This is almost the same success rate as the Fall 2008 - Summer 2010 cohort.

During the Fall 2010 - Summer 2012 cohort the percentage of students that started two levels (ENG-B) below transferred level and successfully completed a transfer level class (ENG-1A) was 14.4%. This is a slight decrease in success rate of 1.6% compared to the Fall 2008 - Summer 2010 cohort.

- ***Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?***

Our basic skills program has successfully grown since 2008-2010. With collective efforts from a variety of administrators, instructional and student services faculty the basic skills program has successfully piloted and implemented the following services and programs geared at strengthening basic skills and ESL:

- Supplemental Instruction support added to basic and accelerated Math courses during AY 2012
- Supplemental Instruction support added to basic level Reading and Writing courses during AY 2012
- Recruitment and training of more basic math, reading, writing and ESL tutors added to the Learning Resource Center tutoring program AY 2012
- Opening of Math/Sciences Drop-in Center to support basic level math students AY 2012
- Weekly Math workshops aimed at basic level math courses that exposes students to foster effective studying skills and strategies AY 2012
- In-class tutoring added to basic level Reading and Writing courses during AY 2012
- Weekly ESL workshops concentrated on conversational sessions, vocabulary, grammar and writing practicum AY 2012
- Reading and Writing workshops
- Instructional practicum software such as PLATO, Rosetta Stone, Inspiration, and MyMathLab are now available to both students and faculty to strengthen skills and pedagogy in Basic Skills/ESL courses AY 2010-12

Reflection and assessment are essential components to any college's processes and we at El Camino College Compton Center have been fostering this practice to seriously contemplate the work we have accomplished with the Basic Skills Initiative over the years. Therefore we were able to determine our response based on a combination of assessment of our previous action plans and statistical analysis.

Success was measured by the number of students that successfully completed a transferrable class by the end of the cohort term. Overall the basic skills program has improved during the 2010-2012 cohort, specifically in mathematics, where the success rate jumped from 6.5% to 10.7%. In the mathematics cohort the male as well as the Hispanic populations experienced an increase in the success rate while the female and African American populations success rate remained constant.

The retention rate from two levels below transfer (math 40) to one level below (math 73/80) transfer has increased during the 2010-2012 cohort.

In the English Cohort the success rate seems to decrease slightly, except for Hispanics where there is a small increment in the success rate. The overall success rate; is low.

However we will need to put more of a concentrated effort on expanding programs and academic services such as Supplemental Instruction and other embedded intervention programs (e.g. tutoring, mentoring and counseling) since it seems to have positive results. For example the Supplemental Instruction piloted a basic level Reading course during the summer of 2013 and produced the following results.

Summary Statistics for English82 (9295) Developmental Reading

Total Enrollment 16

Number of Student Contacts 9

Total number of Contacts 61

Average SI Session Attendance 5

PASS 94%

NP/W 6%

SI Student Passing Rate 89%

We have also begun to implement SI and in-class tutoring for all accelerated developmental mathematics and English/Writing courses.




**[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013**

College Name: Compton Community College District

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services		3,877	
D. Supplemental Instruction and Tutoring		16,047	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		34,015	
G.1 Coordination			
G.2 Research		40,074	
G.3 Professional Development			
TOTAL:	94,013	94,013	

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**



Signature, Chief Executive Officer

10/28/2013
Date



Signature, Academic Senate President

10/28/13
Date



Signature, Chief Business Officer

10/31/13
Date



**[1b] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013**

College Name: Compton Community College District

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			5,349
D. Supplemental Instruction and Tutoring		16,704	11,269
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials And Equipment		13,453	6,547
G.1 Coordination			
G.2 Research		40,809	
G.3 Professional Development		1,070	930
TOTAL:	96,158	72,036	24,122

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Signature, Chief Executive Officer

10/28/2013
Date



Signature, Academic Senate President

10/28/13
Date



Signature, Chief Business Officer

10/31/13
Date



**[1c] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013**

College Name: Compton Community College District

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development			3,000
B. Student Assessment			
C. Advisement and Counseling Services			10,000
D. Supplemental Instruction and Tutoring			21,158
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment			22,000
G.1 Coordination			2,000
G.2 Research		17,609	17,391
G.3 Professional Development			3,000
TOTAL:	96,158	17,609	78,549

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Signature, Chief Executive Officer

10/28/2013
Date



Signature, Academic Senate President

10/28/13
Date



Signature, Chief Business Officer

10/31/13
Date

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2013

College Name: Compton Community College District

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Goal ID	Long-Term Goal
A	The successful progression rate of students from beginning algebra to intermediate algebra will increase 4% by 2016-17 over the 2011-12 rate
B	The successful progression rate of students from English 82 to English 84 will increase 4% by 2016-17 over the 2011-12 rate.
C	The successful progression rate of students from English B to English A will increase 3% by 2016-17 over the 2011-12 rate.

Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	The successful progression rate of students from beginning algebra to intermediate algebra will increase 4% by 2016-17 over the 2012-13 rate	\$40,000
B	The successful progression rate of students from English 82 to English 84 will increase 4% by 2016-17 over the 2011-12 rate.	\$28,079
C	The successful progression rate of students from English B to English A will increase 3% by 2016-17 over the 2011-12 rate.	\$28,079
TOTAL ALLOCATION:		\$96,158

*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

Signature, Chief Executive Officer: [Signature] Date: 10/28/13
 Signature, Academic Senate President: [Signature] Date: 10/28/13
 Signature, Chief Instructional Officer: [Signature] Date: 10/28/13
 Signature, Chief Student Services Officer: [Signature] Date: 10/28/13

[4b]2013-2014 ESL/Basic Skills Action Plan





Due October 10, 2013

College Name: Compton Community College District

Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Create a new Reading Success Center in the Learning Resource Center and upgrade basic skills instructional materials	B, C	May 2014	A. Jimenez, English, Reading and Math Faculty	Reading Success Center is operational by the opening of the new LRC in March and faculty are identifying students who would benefit from its services.	\$35,000
Create the curriculum for accelerated reading and writing classes	B, C	May 2014	English and Reading Faculty	Creation of 2 new courses that will allow students to become English 1A eligible in one semester.	\$1,158
Implement Math academies in summer 2014.	A	June 2014	J. Villalobos, Math faculty	Offer at least two academies during summer 2014 and 50% of the students who participate will place in a higher level math than originally placed.	\$15,000
Provide professional development activities for faculty	A, B, C	June 2014	Basic Skills Coordinators, Academic Senate	Basic Skills Committee will host 2 workshops for faculty professional development.	\$10,000
Expand supplemental instruction and develop and implement directed learning activities (DLA's) in Math and English	A, B, C	June 2014	Instructional Specialist English and Math Faculty	Double the number of sections that are using SI and develop a minimum of 5 directed learning activities for both English and math classes	\$25,000
Embed counseling activities in lowest level basic skills classes to keep students on task.	A, B, C	June 2014	Counselors	As of June 2014, 60% of the students in Math 23 and below and English 82/B will complete SEPs.	\$10,000
TOTAL ALLOCATION:					\$96,158.00

*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

Signature, Chief Executive Officer  _____ Signature, Chief Instructional Officer  _____	Date 10/28/13 _____ Date 10/28/13 _____
Signature, Academic Senate President  _____ Signature, Chief Student Services Officer  _____	Date 10/28/13 _____ Date 10/28/13 _____



**[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2013**

NOTES: Starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Compton Community College District

2013-2014 Basic Skills Contact Information(Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Alberto Jimenez	Instructional Specialist	abjimenez@elcamino.edu
Jose Villalobos	Math Professor	jvillalobos@elcamino.edu
Barbara Perez	VP Compton Center	bperez@elcamino.edu
Steven Haigler	Director of Accounting	shaigler@elcamino.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	
Student Assessment	
Advisement and Counseling Services	\$10,000
Supplemental Instruction and Tutoring	\$30,000
Coordination & Research	\$46,158
Professional Development	\$10,000
TOTAL:	\$96,158

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Signature, Chief Executive Officer

10/28/2013
Date



Signature, Academic Senate President

10/28/13
Date



Signature, Chief Business Officer

10/31/13
Date