**Success Indicator: ESL and Basic Skills Completion**

1. **ESL and Basic Skills Completion**

***The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.[[1]](#footnote-1)***

Through its integrated planning and implementation effort, the College has decided to combine the BSI effort at <http://www.berkeleycitycollege.edu/wp/bsi/bsi-data-and-goal-planning/>, with Equity ESL/Basic Skills Completion team work. BCC’s BSI aims to create innovative programs which incorporate actions in:

* Program, Curriculum Planning and Development
* Student Assessment
* Advisement and Counseling Services
* Supplemental Instruction and Tutoring
* Course Articulation
* Instructional Materials and Equipment
* Other purposes directly related to the enhancement of basic skills, ESL instruction , and related student services programs

In addition, BCC’s Equity Plan is working hand-in-hand with SSSP. One of the goals of BCC’s 2015 SSSP (<http://www.berkeleycitycollege.edu/wp/prm/files/2014/05/final-SSSP_Plan-10-17-2014submitted-to-the-state.pdf> ) is to enhance its high school to college career pathway so that entering students would be college-ready with the goal of minimizing their needs of taking basic skill courses. Efforts include:

* Coordinates with the high schools to meet regularly in order to schedule, coordinate and proctor the Orientation and Assessment in a group setting and to increase students’ preparation and knowledge about the orientation. This coordination is part of the High School to College Initiative undertaken by Berkeley City College.
* English, math, ESL faculty have developed rubrics to use high school transcripts, SAT, ACT, AP/IB/ CLEP as a means of multiple measures for placement
* Counselors and math, English and ESL faculty meet on regular basis to improve the effectiveness of Multiple Measures Methods for Placement
* works with Berkeley Unified School District to develop a MOU for multiple measures algorithm for BUSD transcripts
* invests in professional development activities to be in touch with the current state efforts to increase the effectiveness of placement and assessment and develops effective professional development modules to train all personnel

**DISTRICT/CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION (6-year)**

1. **ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course within six years after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

BCC selected six-year tracking data of the most recent 3 entering cohorts[[2]](#footnote-2): 2006-07, 2007-08, and 2008-2009. This means, the 2006-07 entering cohort was tracked until 2011-12, whereas the 2008-09 entering cohort was tracked until 2013-14. Calculate progress rates through basic skills by dividing the three year combined “Outcome Counts[[3]](#footnote-3)” by the combined Entering Cohort counts.

PCCD local research examined student progression in terms of the 3 entering cohorts for basic skills and ESL students. Progression rates of the following populations are analyzed: gender, race/ethnicity, disability status, low income economic status, foster youth, and veterans. Caution is advised with when small ‘n’ sizes associated with the disaggregated populations identified for disproportionate impact analysis (n<50); and with the populations who are identified as “unknown,” or “two or more (groups).”

Analyzing data presented in Tables X to X below, several key findings have arrived. The 80% Index data indicate:

* The African-American student population is identified as disproportionate impacted group for Basic Skills English and Math, and ESL as well (small entering cohort count).
* In spite of small entering cohort counts, both American Indian/Alaskan Native and Foster Youth are identified as disproportionate impacted groups for Basic Skills English and Math.
* The Hispanic student population is identified as disproportionate impacted group for ESL.

|  |
| --- |
| **Berkeley: Basic Skills English, Math, ESL Completion[[4]](#footnote-4)** |
| **3 cohorts combined (2006-07 to 2008-09)** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Basic Skills English Completion** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index[[5]](#footnote-5) | 80% Index[[6]](#footnote-6) |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| Female | 883 | 275 | 31.14% | 54.95% | 57.41% | 1.04 | 100.00% |
| Male | 684 | 198 | 28.95% | 42.56% | 41.34% | 0.97 | 92.95% |
| Unknown | 40 | 6 | 15.00% | 2.49% | 1.25% | 0.50 | 48.16% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index | 80% Index |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| African American | 703 | 134 | 19.06% | 43.75% | 27.97% | 0.64 | 42.83% |
| American Indian/Alaskan Native | 6 | 1 | 16.67% | 0.37% | 0.21% | 0.56 | 37.45% |
| Asian | 207 | 86 | 41.55% | 12.88% | 17.95% | 1.39 | 93.36% |
| Hispanic | 299 | 107 | 35.79% | 18.61% | 22.34% | 1.20 | 80.41% |
| Pacific Islander | 10 | 3 | 30.00% | 0.62% | 0.63% | 1.01 | 67.41% |
| Two or More Races | 0 | 0 |   |   |   |   |   |
| White | 191 | 85 | 44.50% | 11.89% | 17.75% | 1.49 | 100.00% |
| Unknown | 191 | 63 | 32.98% | 11.89% | 13.15% | 1.11 | 74.12% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index | 80% Index |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| Yes | 161 | 51 | 31.68% | 10.02% | 10.65% | 1.06 | 100.00% |
| No | 1,446 | 428 | 29.60% | 89.98% | 89.35% | 0.99 | 93.44% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index | 80% Index |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| Yes | 1,063 | 300 | 28.22% | 66.15% | 62.63% | 0.95 | 85.77% |
| No | 544 | 179 | 32.90% | 33.85% | 37.37% | 1.10 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index | 80% Index |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| Yes | 21 | 3 | 14.29% | 1.31% | 0.63% | 0.48 | 47.60% |
| No | 1,586 | 476 | 30.01% | 98.69% | 99.37% | 1.01 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | English Outcome Count | English Outcome Rate | Cohort % | English Outcome % | Proportionality Index | 80% Index |
| Total | 1,607 | 479 | 29.81% | 100.00% | 100.00% |   |   |
| Yes | 5 | 3 | 60.00% | 0.31% | 0.63% | 2.01 | 201.93% |
| No | 1,602 | 476 | 29.71% | 99.69% | 99.37% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Basic Skills Math Completion** |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| Female | 842 | 305 | 36.22% | 55.61% | 58.21% | 1.05 | 100.00% |
| Male | 639 | 208 | 32.55% | 42.21% | 39.69% | 0.94 | 89.86% |
| Unknown | 33 | 11 | 33.33% | 2.18% | 2.10% | 0.96 | 92.02% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| African American | 517 | 105 | 20.31% | 34.15% | 20.04% | 0.59 | 46.54% |
| American Indian/Alaskan Native | 19 | 4 | 21.05% | 1.25% | 0.76% | 0.61 | 48.25% |
| Asian | 163 | 70 | 42.94% | 10.77% | 13.36% | 1.24 | 98.42% |
| Hispanic | 271 | 104 | 38.38% | 17.90% | 19.85% | 1.11 | 87.95% |
| Pacific Islander | 6 | 3 | 50.00% | 0.40% | 0.57% | 1.44 | 114.58% |
| Two or More Races | 0 | 0 |   | 0.00% | 0.00% |   |   |
| White | 330 | 144 | 43.64% | 21.80% | 27.48% | 1.26 | 100.00% |
| Unknown | 208 | 94 | 45.19% | 13.74% | 17.94% | 1.31 | 103.57% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| Yes | 135 | 45 | 33.33% | 8.92% | 8.59% | 0.96 | 95.96% |
| No | 1,379 | 479 | 34.74% | 91.08% | 91.41% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| Yes | 1,008 | 334 | 33.13% | 66.58% | 63.74% | 0.96 | 88.24% |
| No | 506 | 190 | 37.55% | 33.42% | 36.26% | 1.08 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| Yes | 13 | 3 | 23.08% | 0.86% | 0.57% | 0.67 | 66.48% |
| No | 1,501 | 521 | 34.71% | 99.14% | 99.43% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | Math Outcome Count | Math Outcome Rate | Cohort % | Math Outcome % | Proportionality Index | 80% Index |
| Total | 1,514 | 524 | 34.61% | 100.00% | 100.00% |   |   |
| Yes | 8 | 3 | 37.50% | 0.53% | 0.57% | 1.08 | 108.40% |
| No | 1,506 | 521 | 34.59% | 99.47% | 99.43% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
| **ESL Completion** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Gender** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| Female | 425 | 109 | 25.65% | 63.34% | 61.93% | 0.98 | 96.89% |
| Male | 238 | 63 | 26.47% | 35.47% | 35.80% | 1.01 | 100.00% |
| Unknown | 8 | 4 | 50.00% | 1.19% | 2.27% | 1.91 | 188.89% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Ethnicity** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| African American | 32 | 7 | 21.88% | 4.77% | 3.98% | 0.83 | 66.30% |
| American Indian/Alaskan Native | 0 | 0 |   |   |   |   |   |
| Asian | 294 | 97 | 32.99% | 43.82% | 55.11% | 1.26 | 100.00% |
| Hispanic | 186 | 24 | 12.90% | 27.72% | 13.64% | 0.49 | 39.11% |
| Pacific Islander | 1 | 0 | 0.00% | 0.15% | 0.00% | 0.00 | 0.00% |
| Two or More Races | 0 | 0 |   |   |   |   |   |
| White | 83 | 24 | 28.92% | 12.37% | 13.64% | 1.10 | 87.64% |
| Unknown | 75 | 24 | 32.00% | 11.18% | 13.64% | 1.22 | 96.99% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **DSPS** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| Yes | 11 | 4 | 36.36% | 1.64% | 2.27% | 1.39 | 100.00% |
| No | 660 | 172 | 26.06% | 98.36% | 97.73% | 0.99 | 71.67% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Low Income** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| Yes | 370 | 115 | 31.08% | 55.14% | 65.34% | 1.18 | 100.00% |
| No | 301 | 61 | 20.27% | 44.86% | 34.66% | 0.77 | 65.20% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Foster Youth** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| Yes | 0 | 0 |   |   |   |   |   |
| No | 671 | 176 | 26.23% | 100.00% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Veterans** | Cohort Count | ESL Outcome Count | ESL Outcome Rate | Cohort % | ESL Outcome % | Proportionality Index | 80% Index |
| Total | 671 | 176 | 26.23% | 100.00% | 100.00% |   |   |
| Yes | 1 | 0 | 0.00% | 0.15% | 0.00% | 0.00 | 0.00% |
| Yes | 670 | 176 | 26.27% | 99.85% | 100.00% | 1.00 | 100.00% |
|  |  |  |  |  |  |  |  |

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average (all student) rate from the student group’s rate of progress through ESL and Basic Skills – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group’s success rate is lower than the average group’s rate, a negative value will result.*

**\*\*’-7’ is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The ‘-’ is added to signify that the example group’s success rate is lower than the all student average. A ‘+‘ would indicate that a given group has greater success.**

### GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

### GOAL C.

Berkeley City College has determined to use Outcome Rate of its total student population in ESL, Basic Skills English and Basic Skills Math as the Baseline Data to measure college/program improvement:

|  |  |  |  |
| --- | --- | --- | --- |
| Berkeley City College | Basic Skills English | Basic Skills Math | ESL |
| Baseline Outcome Rate | 29.81% | 34.61% | 26.23% |

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

ESL

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***Hispanic*** | ***13.33 % points, 2015*** | ***Increase from 12.9% to 26.23%*** | ***AY 2021-2022*** |

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

 Basic Skills English

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***African American*** | ***10.75 % points, 2015*** | ***Increase from 19.06% to 29.81%*** | ***AY 2021-2022*** |
| American Indian/Alaskan Native | 12.14% points, 2015 | Increase from 16.67% to 29.81% | AY 2021-2022 |
| Foster Youth | 11.53 % points, 2015 | Increase from 14.29% to 29.81% | AY 2021-22 |

 Basic Skills Math

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| ***African American*** | ***14.3 % points, 2015*** | ***Increase from 20.31% to 34.61%*** | ***AY 2021-2022*** |
| American Indian/Alaskan Native | 13.56 % points, 2015 | Increase from 21.05% to 34.61% | AY 2021-2022 |
| Foster Youth | 11.53% points, 2015 | Increase from 23.08% to 34.61% | AY 2021-22 |

### ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

**C.1 Improve the Student to Teacher Ratio**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation | x | Direct Student Support |
| x | Research and Evaluation |  | Professional Development | x | Instructional Support |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group(s)** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.1 | African American students, Latino students,English learners, Basic Skills students, etc.  | 3,600 (6 year cohorts) |  |
|  |  |  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| ESOL, ENG, MTH | 1. Improve instructor to student ratio (Team teaching using noncredit overlays, TAs or other strategies) for targeted gatekeeper classes with higher number of disproportionately impacted students: ENG204, ENG1A, ESOL223, ESOL52, MATH 250, MATH 253 | Please see statewide and Bay Area classroom-cap norms at: https://drive.google.com/file/d/0B7f6lS12Q-qFY01PUURCRHNJNmc/view?usp=sharing | Increased access to instructors; increased capacity for student-centered collaborative learning; increased quantity and speed of feedback to students; increased student work for assessment by instructors to differentiate instruction | Course Success Rates by course/ethnicity; Surveys of Students |
| MTH | 2. Lower class size for Math 201. Set a class cap of 30 students per class (as opposed to 40). | Please see statewide + Bay Area classroom-cap norms at: https://drive.google.com/file/d/0B7f6lS12Q-qFY01PUURCRHNJNmc/view?usp=sharing | Increased capacity for student-centered collaborative learning; increased quantity and speed of feedback to students; unique intervention to this course. | Course Success Rates by course/ethnicity; Surveys of Students; assess student majors for those enrolled in current math 201 to support desired impact. |
| MTH | 3. Embed tutoring in MATH 206, 13 with the lowest success rates and highest number of students, focusing on the highest-risk students in these classes (e.g. African American, Latino, Multiracial students). Provide connected drop-in tutoring services at Learning resource Center |   | Increase course success rates in basic skills math, unique intervention to these courses. | Based on surveys collected locally at BCC, estimate variance in tutoring usage, and look at correlation with student engagement in learning, course completion and success, GPA, and educational goals. Compare with other campus best practices. |
| ESOL | 4. Embed tutors (ideally trained in TESOL methodology) in writing workshops, and other classes within and beyond ESOL program. Dovetail TESOL training with tutor hires |   |   | Course Success Rates by course/ethnicity; Surveys of Students |

Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations’ gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect* ***disaggregated data*** *to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Planned Start and End Date(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.1 | Spring 16, Pilot for 1 year, Impact evaluation after 1-3 semester(s) |  | BSI, General Fund, Grants |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.

**C.2 Contextual Relevance**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program | x | Curriculum/Course Development or Adaptation | x | Direct Student Support |
| X | Research and Evaluation |  | Professional Development | x | Instructional Support |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.2 | All EOSL, Basic Skills English and/or Math students | 3,600 (6 year cohorts) |  |
|  |  |  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| ESOL, ENG, MTH | Reexamine original elements of PERSIST Program model and comparison of student success rates. Create work group to study the data and examine shifts over time. | Historical data on original Persist Program model. The ACE Model provided student-centered learning, contextualized learning with linked classes, and project-based courses. | Increased student course success/completion rates and throughput rates (due to increased student engagement at early stages in educational career) | Self-reported affect (+/- attitudes towards school), Self-reported self-efficacy, reduced attrition among high risk students (based on demographics, other risk factors), measured pre/post and long-term |
| ESOL, ENG, MTH | Initiate and adopt a campus wide theme/Critical Question for Collaborative Interdisciplinary Learning. yearlong theme would involve social events, articles/books, supported reading list, student presentations, different disciplines, programs can plug in in various ways. Help students see linkages between disciplines, engage faculty staff in opportunities for collaboration, create culture of collective, critical dialogue where everyone can contribute and has a stake |   | Context and Relevance, support engagement of at-risk students (see research literature); whole-person learning; breaking down intra-institutional silos/barriers improves school climate |   |
| ESOL |  Align ESOL curriculum with CTE/transfer curriculum requirements to improve contextualized learning opportunities (e.g. English/Business); build English proficiency in the context of learning standards for gatekeeper and transfer-level courses (e.g. listening/speaking/ grammar skills developed using assessments/materials that are aligned with other courses). |   |   |   |

**C.3 Extend Learning Opportunities to Support Students’ Learning**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program | x | Curriculum/Course Development or Adaptation | x | Direct Student Support |
|  | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group(s)** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.3 | High risk students, students who will benefit and place more accurately with refresher.students needing individualized support | Math challenged students, N=300 or more annually  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| MTH | Schedule and fill Math Bootcamp to prepare students to successfully enter the highest possible class. Initial structure proposed: 2-3 hours per day, 4 days per week, 3 weeks, and 2 units. Offer each term, starting with Summer 2016. | development and instructional delivery, outreach and marketing; cross work with Stu Services |   | Improved placement in math courses, combatting math anxiety through refresher, empowering students. |
| MTH |  Offer targeted modular courses as non credit classes to support students in all their classes. Non-credit courses have no W's. Chem 1A support, for example. | Faculty to update courses and develop, use non-credit block grant funds | Underrepresented students gain pre-req knowledge (help themselves) | Enrollment data. Course Success Rates (\*Need to establish appropriate comparison group) |

Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations’ gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect* ***disaggregated data*** *to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Planned Start and End Date(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.3 | Summer/Fall 2016 - ongoing |  | BSI, General Fund, Grants |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.

**C.4 Community of practice/professional Development for All Faculty**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning | x | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation | x | Direct Student Support |
|  | Research and Evaluation | x | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.4 | Basic skills Math students | 2,000 |  |
|  |  |  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| MTH | Increase math instructors involved in acceleration. Create collaborative time and pay for 2 hours/week for faculty new to course. Create cohort instructor meetings with experienced faculty to review curriculum, pedagogy, and classroom issues. | Acceleration has been piloted and shown to be effective in Pre-Stats Course Success & Throughput to Stats | Increased Math Basic Skills Course Success Rates, assuming Community of Practice Supports Instructional Effectiveness | Basic Skills Math Student Course Success Rates & Throughput Rates in Transferable Math Courses |
| MTH | 11. Require tutor training workshops (Community of Practice) that focus on culturally responsive pedagogy in the context of basic skills classes. (Look at MC4MP Models Online as a group). | Research has shown that culturally responsive pedagogy can increase the engagement of at-risk students of color | Increase course success rates in basic skills math among students of color | Increased course success rates among Latino, AA, Multiracial students in basic skills courses, and improved students' reports about experiences with tutors |

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.4 | Spring or Fall 2016, evaluate after 3 semesters |  | BSI, General Fund, Grants |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.4 | Spring 2016 – on-going |  |  |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.

**C.5 Better Data to Inform program Monitoring and Development**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| x | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation |  | Direct Student Support |
| x | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group(s)** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.5 | African American and Latino Students enrolled in EOSL, Basic Skills English and/or Math Courses | 2,000 |  |
|  |  |  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| ESOL, ENG, MTH |  Hold "Equity Summit" for African American, Latino, Multiracial, and ESL students to discuss what is working and what is not working, success stories and barriers. Design from research standpoint so that outputs inform equity planning. Plan so that students contribute to race/ethnicity and gender disproportional impact. Focus on revealing assumptions that exist at BCC and how these assumptions relate to student experiences. De-mystify the experience of students in the "targeted" categories. Gather data from students persisting and from students who have departed after one term or less. Auditorium/other space; Staff to plan with students, organize and hold event; facilitators, researchers to record, analyze and report resulting data; outreach and messaging, refreshments.  | BCC lacks high quality qualitative and quantitative data from targeted populations to inform program development. | It is important to hear from the source what the barriers are, what BCC is doing right, and where/how we can do better. | The data will be used to inform program development for targeted students, and should result in improved outcomes for AA, Latino, ESL and Multiple race students, measured by GPA, course success, transfers, and degree/certificate outcomes. |
| ESOL, ENG, MTH | Access data queries on a regular basis, create ability to save queries for faculty groups to analyze and use for decision making and program development. District provides account for the committee to save the queries |   | Improved programs for Basic Skills students | With data to inform program development and decision making, we expect this will result in better decision and programs, resulting in increased course success rates among Latino, AA, Multiracial students in basic skills courses, and improved students' reports about experiences with tutors |
| ESOL, ENG, MTH | Design and administer Entry/Exit survey in all pre-transfer, basic skills, and gateway courses to validate socio-economic estimates and capture more nuanced data about barriers, and address typical student services. Time for analysis and reporting and time and publicity efforts for summits can incorporate with Student Summit.  |   | Improved programs for Basic Skills students | With data to inform program development and decision making, we expect this will result in better decision and programs, increased course success rates among Latino, AA, Multiracial students in basic skills courses, and improved students' reports about experiences with tutors |

Describe the activity. If the proposed activity is additional research, share any additional data that has been or will be collected to better understand the nature of the target populations’ gaps and the actions that will be taken to reach the goal. (*For example: colleges may plan to collect* ***disaggregated data*** *to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.*) If the activity is a new intervention to improve outcomes, include references to any literature or research demonstrating its effectiveness. Include projected start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Planned Start and End Date(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.5 | Spring 2016, on-going |  | BSI, General Fund, Grants |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.

**C.6 Digital Inclusion**

* ***Activity Type(s)*** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx) for more information.)**:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outreach |  | Student Equity Coordination/Planning |  | Instructional Support Activities |
|  | Student Services or other Categorical Program |  | Curriculum/Course Development or Adaptation | x | Direct Student Support |
|  | Research and Evaluation |  | Professional Development |  |  |

* ***Target Student Group(s)*** & # of Each Affected\*:

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Target Group** | **# of Students Affected** | \* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc. |
| C.6 | ESOL students | 800 |  |
|  |  |  |  |

* ***Activity Implementation Plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Activity** | **Data Justification** | **Goals** | **Impact Measure: Quantitative/Qualitative Data**  |
| ESOL |  ESOL Mobile computer lab needs 7 more Chromebooks, a printer, power cords and a dedicated storage space | ESOL students need access at school to close digital divide; research shows school is primary access point for developing digital literacy | increased retention and success of ESOL students | SLO assessments, surveys, ESOL student success |

Describe the activity. If it is a new intervention, include references to any literature or research demonstrating its effectiveness. Include start and end dates for the activity, and the budget allocated to the activity, including—student equity and other funding\*\*). If augmenting an existing program or activity, provide an overview of program history, date of implementation, relevant data on impact from research and evaluation, timeline and description of activity to be implemented with student equity funding, and budget including expenditures of student equity funding and other program funding\*\*, including a description of how student equity funds will not be supplanting other district funds. Planned expenditures should be listed here as well as in the Student Equity Plan Summary Budget spreadsheet.

|  |  |  |  |
| --- | --- | --- | --- |
| **ID** | **Timeline(s)** | **Student Equity Funds** | **Other Funds\*\*** |
| C.6 | Spring 2016 |  | BSI, General Fund, Grants |

\*\* Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

* ***Link to Goal***

Provide a brief explanation of how this activity will help achieve the goal(s)described above.

* ***Evaluation***
* Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
* A timeline of / frequency of data collection and review.
1. PCCD Office of Institutional Research follows the State Chancellor Office’s instruction to prepare these data by tracking each entering cohort for 6 years.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy. [↑](#footnote-ref-1)
2. Entering cohort is defined as the first year the student attempts a course at “level below transfer” in Math, English, and/or ESL at BCC. [↑](#footnote-ref-2)
3. The Outcome Count is defined as the number of the student who ‘successfully” complete a degree-applicable course within six years after his/her first entry as a Basic Skills English or Math, or ESL student. See “completion” above in Footnote 1. [↑](#footnote-ref-3)
4. |  |
| --- |
|  **ESL and basic skills completion**: the ratio of the number of students by population group who complete a degree-applicable course after having Completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skill course. |
|  |

 [↑](#footnote-ref-4)
5. |  |
| --- |
|  **Proportionality Index**: compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. (outcome %/cohort %) |
| A ratio of 1.0 indicates that the subgroup is present in both conditions at the same time. |  |  |
| A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. |  |
| A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. |

 [↑](#footnote-ref-5)
6. |  |
| --- |
|  **80 Percent Index**: compares the percentage of each disaggregated subgroup attaining the outcome to the percentage attained by a reference group.  |
| (outcome rate of a non-reference subgroup/outcome rate of reference subgroup) |  |  |  |
| The subgroup with the highest outcome rate is typically chosen as the reference group. |  |  |
|  For gender groups, unknown is **not** used as a referent group because of small sample sizes.  |  |
|  For ethnic groups, American Indian/Alaskan Native, Pacific Islanders, and unknown are **not** used as a referent group because of small sample sizes. |
|  Foster youth group is **not** used as a referent group because of small sample sizes.  |  |  |
|  Veteran group is **not** used as a referent group because of small sample sizes.  |  |  |  |
| The 80% Index can exceed 100% because they are not used as a referent group even if they have the highest outcome rate. |
| A result less than 80% is considered evidence of a disproportionate impact. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status |
| Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status |  |

 [↑](#footnote-ref-6)