

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

1. California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

1. Enter Today's Date

10/02/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Theresa

Name

Rowland

Title

Dean of Academic Pathways, Workforce Development, and Student Success

District

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College

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3. How do you prefer to be contacted?

Email

3. The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS

- 1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.**
- 2. Please ensure each item is completed.**
- 3. Please follow the instructions on page 1 regarding how to submit signatures.**
- 4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.**
- 5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.**

Contact: If you have any questions regarding program expenditures or the submission of the online form, please send your questions to basicskills@cccco.edu.

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

Respond to the following 5 questions:

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

Berkeley City College has five basic skills-funded programs and projects that merit institutionalization. Plans for institutionalizing each one are discussed in turn below:

- 1) Acceleration in ESOL, English and Math. All Acceleration curriculum is completed and institutionalized, and is now being taught in many sections. The plan for scaling the Acceleration model to ESL and Math is in development with the purpose of identifying critical features of the model for cost-effectiveness while serving a larger student population with increased personalized supports, and ensuring equity of outcomes for African-American, Hispanic and Other-identifying students. These students of color have experienced disproportionately lower success rates in Accelerated English, as compared to White/Asian-identifying students, a trend which is being investigated by members of the Equity and Basic Skills Committees.
 - 2) Enhanced Multiple Measures in ESOL. ESOL has been institutionalized with SSSP matriculation funds.
 - 3) Pre-Transfer Student Counselors and Learning Community Counselors. BCC hired two Learning Community Counselors, who are now part of the main counseling department. These counselors are specially trained and allocated to support Basic Skills students' success in transferable coursework.
 - 4) One Stop Assessment and Orientation. Based on the positive results of an experimental program that was piloted and funded by BSI, Student Services has adopted the one-stop services assessment and orientation model. This model helps to orient and motivate students who place below transferable coursework, and is carried out by counseling staff and other student services staff.
 - 5) Professional Development Innovations. Several innovations in Professional Development have been institutionalized as a result of BSI funding. The ACE Experiential Learning Institute (FELI) offered by BCC has been developed and expanded. BCC now delivers the FELI workshop to sister colleges as well as other colleges in the region, which generates revenue for BCC. All Basic Skills faculty and staff are required to take the workshop. Because FELI emphasizes the role that all participants play in supporting a positive learning environment, the student-training side of the FELI curriculum is institutionalized in the Accelerated English course curriculum, as well as BCC's Learning Communities.
- BCC has a sophisticated professional learning culture, and has increased the richness of its dialogue among Acceleration instructors. Acceleration instructors collaboratively solve problems, share challenges and best practices every semester through focused inquiry groups in the Teaching-Learning Center through "Applied Planning Projects for Learning Excellence," discussing implementation of best practices such as the California Acceleration Project "design principles."

What are the obstacles to doing so?

BCC is currently seeking alternate ways to address the high-cost of embedded tutoring that supplements the English Acceleration program in a sustainable, cost-effective manner. Potential ways to expand embedded tutoring supports to Basic Skills Math and ESL students may involve training work-study students, or hiring enough qualified part-time staff who can serve all students during the various course section times. While exploring economies of scale BCC may also seek to expand its course sections, as nearly all Basic Skills courses reach maximum capacity, according to BCC. Based on CCCCO data, the overall number of Basic Skills/ESL students served decreased 5% from 2011-12 to 2014-15.

One challenge with scaling the Math and ESL Accelerated program is the lack of faculty and staff who are skilled in implementing the Accelerated approach. The limited number of staff who are trained and skilled are stretched thin as they simultaneously deliver the Accelerated curriculum while training other faculty to implement and replicate the approach. In Fall 2015, we are piloting a community of practice model where current and future accelerated math faculty will be able to work together to plan and prepare for their classes. In addition, they will share ideas and challenges when conducting their lesson plans.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

- Enhanced Multiple Measures for ESOL Placement
- Expanded English/ESOL Acceleration
- FELI training

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

- Enhanced Multiple Measures for ESOL Placement

The college has incorporated the Self-Assessment into the assessment process for students. Faculty are at each of the assessments to meet with students on their overall assessment profile and provide a recommended course placement.

- Expanded English/ESOL Acceleration

The college has replaced the previous English and ESOL pathways with the accelerated model and all students enrolled in basic skills English or ESOL are taking the accelerated model.

- FELI training

The college has incorporated the trainings into its annual calendar of professional development activities and are providing staff, faculty and administrators much more advance notice of the training.

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

The intersection of the SSSP plan and the BSI plan is around enhanced multiple measures. In addition to doing modified self-placement model, the college is working to implement Enhanced Multiple Measures placement for English and Math. We are currently working to finalize the MOU's for data sharing with our local K-12 districts to automate the evaluation of high school grades into the assessment process at the college. The Enhanced Multiple Measures work will help ensure that students are placed appropriately into their English and math courses. With appropriate placement through enhanced multiple measures and acceleration of the English and math curriculum, we hope to see increased throughput success for all students.

In addition, the college will scale efforts to reach out to all students enrolled in basic skills English to encourage registration and support education planning during the 15th week of the term when English courses are not conducted to enable faculty participation in portfolio grading of final papers in basic skills English. During this period, called “Live Week”, the counselors will provide workshops on topics supporting student identification of a major pathway, registration, transfer requirements, etc.

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

This Fall, the Equity and BSI Committees are working as a joint committee. The joint committee is sharing data analyses, capacity, and queries, in order to be more efficient and effective with data-driven decision making processes. Synergies in implementation efforts will be discussed and explored whenever possible.

Incorporating the equity conversation into the Basic Skills work has refined our analysis and provides a more comprehensive picture of the impact of the innovations. The joint committee reviewed disaggregated data on the throughput success for the BSI sequences based on the student groups identified in the Equity Plan to determine if there is any disproportionate impact and will work to address any disproportionate impact by using the joint BSI/equity planning process.

4. Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. <https://www.youtube.com/watch?v=opNNhlizi1o>. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL .

https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1

The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5. To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

Based on CCCCO Datamart, the English Writing Basic Skills Course Success Rate increased from 57% in 2011-2013 to 60% in 2013-2015, a change that approached statistical significance ($z = 1.6$, $p < .06$). Overall "Throughput" to successful completion of transferable English courses among students originating in "Basic Skills" English courses increased 13 percentage points between 2011-2013 and 2013-2015, (Figure 1). The overall number of students beginning in English Basic Skills at BCC decreased slightly between the 2011-13 and 2013-15 periods, from 468 to 421.

Peralta Community College District (PCCD) Office of Institutional Research (IR) provided Transfer Level Course (TLC) Success Rates for students who attempted transfer-level courses, disaggregated by ethnicity. The Transfer Level Course (TLC) Success Rate among students who attempted transfer-level coursework was highest among students who self-identified as "White" (79% TLC Success Rate), followed by students who self-identified as "Asian" (62%). Students who self-identified as "African American," "Other," or "Hispanic" had TLC Success rates that were about half the success rates of "White" identifying students, (42-43%, and 43.5% respectively). These data include attempts and successes of students in 2013-2014 Accelerated English Basic Skills (English 204A, Fall 2013 & Spring 2014). PCCD IR conducted logistic regression analyses, including Age, Ethnicity, Gender and Income-Status in the model as predictor variables of "Transfer Level Course Success." Ethnicity showed a significant effect. African American students' Transfer Level Course Success (TLC) Rates were .24 times lower than White students; Hispanic students' TLC Success Rates were .30 times lower than White students. No other variables (Age, Gender, or Income) showed significant effects. The model accounted for approximately 10% of the variance in Transfer Level Course Success Rates.

BCC attributes the thirteen point gain in Throughput to Transferable English Course Success, and the nearly significant growth in English basic skills course success to the implementation of Accelerated English "Basic Skills" courses, which began in Fall 2013. However, BCC has noted that based on the data provided by PCCD's office of Institutional Research (IR) data, White and Asian-identifying students experience significantly higher Transfer Level Course Success rates, based on Fall 2013 & Spring 2014 data.

Thus, while Acceleration is improving Transfer Level Course Success Rates for some students, BCC plans to develop the Acceleration model to ensure it benefits all students. The Basic Skills Expenditure plan Goals and Activities will seek to reduce the significant gap in English-Basic Skills Transfer-Level-Course-Success rates between White-identifying students and African American, Hispanic and Multiracial-identifying students. As part of this effort, BCC will conduct research to better understand barriers to educational success affecting students of color and will use these data to inform programmatic improvements. Specific interventions that have been shown to benefit African-American and Hispanic-identifying students' college readiness and success will be piloted and implemented in the Accelerated context.

Members of the BCC Basic Skills/Equity Committee plan to conduct a survey and/or focus group(s) of students in basic skills courses. Local data collected will seek to increase understanding of curricular and non-curricular reasons that students from different demographic groups persist and succeed in transferable coursework, with special attention to the economic resources and family obligations that impede students, as well as the curricular supports that help them overcome obstacles. In addition, conducting additional research and analyses about students' income situations will help to validate PCCD's estimates of low-income students and their transfer-level course success rates. Currently, only two indicators of questionable validity are used to determine students' "Low-Income" status, reported by students during the online registration process: a) whether the student receives financial aid, and b) whether the student states they need financial assistance.

English-Reading Discipline

BCC offered only two English Reading Basic Skills courses only during Fall 2011. The success rate was 60%. Changes cannot be computed without subsequent courses. BCC retired the English Basic Skills Reading course in favor of the more streamlined and effective Accelerated English Basic Skills course approach that consolidates all English Basic Skills curriculum into one course with extensive supports.

Mathematics-Discipline

Based on CCCCO Datamart, the Math Basic Skills Course Success Rate decreased significantly by eleven percentage points, from 61% in 2011-2013 to 50% in 2013-2015, ($z = 7.00$, p

ESL-Integrated Discipline

Based on CCCCO Datamart, the ESL-Integrated Basic Skills Course Success Rate decreased 7 percentage points, from 80% in 2011-2013 to 73% in 2013-2015, which is a statistically significant decrease ($z = 2.19$, $p < .02$). To turnaround this decrease, Berkeley City College is working to implement an Accelerated ESL-Integrated model with extensive scaffolding and tutoring supports, based on the Acceleration model that has worked well in the basic skills English-writing curriculum. Throughput rates to Transferable Course Success from ESL-Integrated courses showed no change between 2011-2013 and 2013-2015, remaining at 22% (Figure 1). There was a slight decrease in the number of students who began ESL Integrated courses, with 92 starting ESL-Integrated courses in 2011-13 and 73 starting in 2013-2015.

Peralta Community College District (PCCD) Office of Institutional Research (IR) provided analyses for ESL 223A/B cohorts Fall 2012-Spring 2014. The results indicate that the youngest students (age 19 or younger) were the least likely to attempt a transferable level course, whereas ethnicity, gender and income did not show significant effects on transferable course attempts, in a model that accounted for 11% of the variance in transferable course attempts among ($N=288$). However, in a logistic regression model that examined demographic predictors of transferable course success among ESL 223A/B cohorts Fall 2012-Spring 2014 ($N=226$), ethnicity showed a significant effect, such that Asian ESL students were most likely to succeed in transferable courses. In addition, income showed a significant effect, accounting for the largest proportion of the variance (6%), such that the students of "unknown" income levels were least likely to succeed. This logistic regression model accounted for 11% of the variance in transferable course success rates.

ESL Writing-Discipline

Based on CCCCO Datamart, the ESOL-Writing Basic Skills Course Success Rate decreased approximately 2 percentage points, from 78% in 2011-2013 to 76% in 2013-2015. This is not a statistically significant decrease ($z = .36$, $p = .36$), and represents a fairly stable throughput rate. However, it is worth noting that the overall number of ESOL-writing students decreased from 292 to 97 over the 2011-2013 and 2013-2015 school years, primarily due to course discontinuous. The BCC decision to restructure ESOL curriculum was linked to the unique collaboration with the English Department. BCC ESOL and English now offer an accelerated foundational course sequence and participate in a joint writing portfolio assessment. As a result, the ESOL curriculum was modified to support throughput to English 1A. As described, BCC is working with ESOL faculty and the Equity/ BSI Committee to develop a community of practice and sustainable funding sources that can support the implementation of an accelerated ESOL model with extensive scaffolding and tutoring supports for ESOL students. In addition, BCC aims to increase the number of ESOL course offerings, as ESOL courses to date generally reach maximum capacity.

ESL Reading-Discipline

BCC does not have Reading. Below is the data for ESL Listening-Discipline.

Based on CCCCO Datamart, the ESL-Listening Basic Skills Course Success Rate decreased approximately 5 percentage points, from 85% in 2011-2013 to 80% in 2013-2015. The decrease approached statistical significance, ($z = 1.21$, $p < .11$), and may have been significant if the ESL-Reading/Listening population was larger in 2013-2015. The overall number of ESL-Listening students decreased from 221 to 124 over the 2011-2013 and 2013-2015 school years, primarily due to a decrease in course offerings. Throughput among students in ESL Listening courses increased seven percentage points overall. As shown in Figure 3, this growth is primarily attributed to the twenty-six point gain in throughput among ESL-Listening students who started out 2-levels below transfer. ESL-Listening courses two levels below transfer also showed a significant decrease in enrollment, from 25 students in 2011-13 to 13 in 2013-15. The ESL-Listening course one-level below transfer maintained around 22-23 students, but showed a ten-point decrease in throughput between 2011-13 to 2013-15. BCC is working with ESL faculty and the Equity/ BSI Committee to develop a community of practice and sustainable funding sources that can support the implementation of an accelerated model for ESL. In addition, BCC aims to increase the number of ESL course offerings, and hence the number of ESL students, as ESL courses generally reach maximum capacity.

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

[BCCBasic_Skills_charts.docx](#)

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

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter “Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

No

English-Writing Discipline

English-Reading Discipline

Mathematics-Discipline

ESL-Integrated Discipline

ESL Writing-Discipline

ESL Reading-Discipline

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

5. Long-Term Goals (5 yrs.) for ESL/Basic Skills

7. Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

Insert your long-term goals from the report you submitted last year and add any new goals identified for future years.

1. Increase throughput success from ESL to English 1A by 5% above the 13-15 cohort rates
2. Increase the throughput success from pre-transfer English to English 1A by 5% above the 13-15 cohort rates.
3. Increase enrollment in the non-calculus Math path to statistics, investigate other models of offering statistics within majors, and increase throughput success for non-calc path students by 5% above the 13-15 cohort rates.
4. Increase throughput success for the calculus Math path and the non-calculus Math path by 5% above the 13-15 cohort rates.
5. Increase success in non-degree applicable math courses, by redesigning the basic math and pre-algebra sequence.

8. Long Term Goals for 2015-16

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	ESOL throughput to English 1A	Increase the rate at which students that begin ESOL composition classes below transfer level and successfully complete English 1A by 5% above the 2014-2015 rates.	\$6,000
Long Term Goal #2	English throughput to English 1A	Increase the rate at which students that begin English composition classes below transfer level and successfully complete English 1A by 5% above the 2014-2015 rates.	\$16,000
Long Term Goal #3	Math throughput for calculus path – Math 201 (elem alg) to Math 203 (int. alg.) to Math 1 (precalc)	Increase the rate at which students beginning in algebra complete calculus by 5% from 2014-2015 rates.	\$25,000
Long Term Goal #4	Math throughput for non-calculus/stat path – Math 206 (alg for stats) to Math 13 (stats)	Increase the offerings for the non-calculus/stat path to be proportionate with the % of students in the pathways that require this course. Investigate alternate Increase rate at which students beginning in algebra for statistics complete statistics by 5% from 2014-2015 rates.	\$25,000
Long Term Goal #5	Math success in non-degree applicable math courses	Increase success in non-degree applicable math courses, by redesigning the basic math and pre-algebra sequence.	\$3000

Long Term Goal Total

Long Term Goal #1 Amount : 6000
 Long Term Goal #2 Amount : 16000
 Long Term Goal #3 Amount : 25000
 Long Term Goal #4 Amount : 25000
 Long Term Goal #5 Amount : 3000
 Total : 75000

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

Program and Curriculum Planning and Development : 9000
 Supplemental Instruction and Tutoring : 54000
 Coordination & Research : 15000
 Professional Development : 12000
 Total : 90000

Comments:

6. Action Plan Template

10. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes
Activity #1	Target supplemental instruction/embedded tutoring in highest need courses in ESOL, English & Math	Goal 1-4	06/01/2018	Chairs & Dean	ESOL, English and Math	Increase success in course/throughput
Activity #2	Contextualized instruction for math in non-degree applicable math, non-calc path to statistics, and algebra calc path.	Goal 3-5	01/15/2017	Math Chair, faculty & Dean	Math	Collaboration time, Presentation of collaboration work at flex. Additional information posted for all faculty to use.
Activity #3	PD for implementation of contextualized instruction and maximizing embedded tutors	Goal 1-5	06/01/2018	Chairs. Faculty leads & Deans	ESOL, English and Math	Increase success in course/throughput -More faculty usage of contextualized instruction -More faculty usage of embedded tutors
Activity #4	Coordination of efforts and reporting mechanisms	Goal 1-5	06/01/2016	BSI Coordinator/Dean	Office of Instruction	Report template with a way to monitor indicators
Activity #5						

11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

No

7. Action Plan Template (Additional Activities)

12. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #6							
Activity #7							
Activity #8							
Activity #9							
Activity #10							

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

8. Action Plan Template (Additional Activities)

14. Action Plan Activity Grid/Table

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

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

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

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

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

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

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