

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

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

1. Enter Today's Date

09/04/2015

2. Basic Skills Coordinator Contact Information

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

First Name

Inajane

Name

Nicklas

Title

Dean of Student Learning

District

Ventura County Community College District

College

Moorpark College

Email Address

inicklas@vcccd.edu

Phone Number

(805) 553-4740

Fax Number

(805) 378-1565

Mobile Phone

(805) 404-0740

3. How do you prefer to be contacted?

Email

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

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

Submission Deadline: October 1, 2015

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

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

INSTRUCTIONS

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

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

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

Respond to the following 5 questions:

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

In terms of organizational and administrative practices, Moorpark College is one of three colleges in the Ventura County Community College District. Educational Master Plans for Moorpark College and the District both address the importance of English as a Second Language instruction and basic skills. Also, these master plans include the integration of service and instruction and the use of partnerships to achieve access and success goals for students with basic skills needs. In fact, there are several student success factors in place at Moorpark College. Moorpark's mission specifically states that we create learning environments that blend curriculum and services to provide students with skills in critical thinking, writing, reading, speaking, listening, and computing. In addition, the Teaching and Learning Center was restructured in Academic year 2008-09 to focus on writing and math across the curriculum and full-time instructors were hired out of the general fund to provide academic support. These instructors were chosen as a "top College priority" out of a college-wide faculty prioritization process with the plan to launch a new Writing and Math Center under the auspices of a Teaching and Learning Center. The faculties in these positions continue to be prioritized and filled when vacated through attrition, which shows continued institutional commitment to academic support for Basic Skills. In addition, a counselor was dedicated to the Basic Skills Program. Therefore, at the program level, Moorpark College's Basic Skills Initiative embeds counseling and supplemental instruction within identified sections of Math and English, and provides professional development for faculty teaching in these sections. In addition, we have begun providing basic skills tutoring for Math and English students who have been identified as needing basic skills support. This is accomplished through instructor progress reports and referral to the learning center. These referrals can now be made and tracked on an individual basis, as a result of a new web-based student management system.

In academic year 14-15 a new web-based student management and performance monitoring system was purchased by the District. This system provides greater communication between instructional and academic support faculty, counselors, and students for the purposes of early intervention, progress reports, outreach, referral and tracking of performance. The Basic Skills Counselor uses this tool to schedule academic advising for cohorts of students in selected basic skills courses. This counseling support is being expanded from one level below to two and three levels below transfer.

Finally, the Teaching and Learning Center is collaborating with Professional Development and CSUCI to develop, implement, and assess a faculty professional development program targeted to instructional best practices for working with non-traditional adult students. Although funded through a different revenue source, this work is an extension of Moorpark College's involvement with the Basic Skills Initiative and 3CSN, where we learned about effective instructional practices, culturally responsive pedagogy, and the importance of venues for faculty to routinely share instructional strategies. This program will be housed in the Teaching and Learning Center, and includes high impact practices for student engagement and faculty collaboration. Resources for student and faculty development will be maintained on a virtual repository.

What are the obstacles to doing so?

Not all instructors, who teach at the Basic Skills level, want to embed counseling and supplemental instruction, as this requires additional work and coordination. Not all students take the opportunity to avail themselves of counseling support or referral tutorial services. Also, funding is always an obstacle, even though the college has dedicated general fund resources to dedicated Writing and Math Center faculty and a tutorial budget, we could still use more basic skills funding.

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)

1.) Embedded Counseling and Tutorial Support (Effective Programmatic and Instructional Practices)

Moorpark College's Basic Skills Initiative with embedded counseling and academic support within identified sections of Math and English, has been reconstituted and expanded to courses two and three levels below in Math and English, as well as integrated ESL while maintaining the Counseling Support for one level below transfer and the referral to basic skills tutoring based on individual assessment and need.

2.) Basic Skills Advisory Committee (Effective Organizational and Administrative Support)

The Basic Skills Advisory Committee is part of the participatory governance and college-wide committee structure, as well as included in the Decision-making Document. Math, English, ESL, Counseling and Academic Support instructors meet regularly and attend local and regional BSI initiatives on effective programmatic, student development, and instructional practices.

3.) Cross-Institutional Support for Application of Effective Instructional Practices and Professional Development

Faculty involvement in the Basic Skills Initiative has been expanded to include faculty in other disciplines, resulting in cross-institutional cultural change. This cultural change, is difficult to measure, but will be addressed through a professional development survey. Observable changes are as follows: (1) agenda items on division and department meetings to discuss effective instructional practices; (2) regularly scheduled discipline or department meetings to exchange ideas on "best" or effective instructional practices and signature pedagogy; (3) cross-functional and inter-segmental teams or faculty inquiry group(s) that meet to discuss how to apply high impact instructional practices and sound principles of learning theory; (4) and campus-wide flex activities on culturally responsive teaching.

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).

1.) Embedded Counseling and Tutorial Support (Effective Programmatic and Instructional Practices)

Moorpark College has been able to expand the services as a result of integrated efforts with Student Success Services and Programs (SSSP) and more recently through Student Equity. The college has directed some of its (SSSP) resources to embedded counseling support for 2014-2015 and 2015-16, so that more of the Basic Skills dollars can be allocated for Supplemental Instruction in Basic Skills courses and tutoring for individuals with basic or development needs. Also, the college has maintained its general fund support for tutoring.

2.) Basic Skills Advisory Committee (Effective Organizational and Administrative Support)

Moorpark College's Mission, Administrative Support, and Academic Senate support the Basic Skills efforts. This organizational support is reflected in cross-institutional faculty and staff involvement with Basic Skills.

3.) Cross-Institutional Support for Application of Effective Instructional Practices and Professional Development

Moorpark College's mission states, "Drawing from a student-centered philosophy, Moorpark College creates learning environments that blend curriculum and services in providing to students ..." and repeatedly acknowledges strategic support for Basic Skills. Thus, as stated in the Basic Skills as a Foundation for Student Success in California Community Colleges, "Administrators support and encourage faculty development in basic skills and the improvement of teaching and learning is connected to the institutional mission." Also, "the faculty who teach or provide services for basic skills play a primary role in the needs assessment, planning, and implementation of staff development programs and activities in support of basic skills." Therefore, faculty across all disciplines are invited to participate in 3CSN events, the Student Success Conference, college, inter-segmental, and regional Faculty Inquiry Groups and workshops and apply what they have learned. These opportunities have been expanded through the integrative planning with the college professional development (flex) program, SSSP, Student Equity, and obtaining additional external funding.

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

As mentioned in the narrative on scaling up successful projects and institutionalization, Moorpark College's Basic Skills Initiative embeds counseling and academic support within identified sections of Math, English, Integrated ESL and ESL. The Basic Skills and the Student Success Committees share many of the same members. In fact, the Co-Chair of the Student Success and Equity Committee is a Writing Center Coordinator and founding member of the Basic Skills Committee. Thus, SSSP supports a dedicated Basic Skills Counselor, allowing more of the Basic Skills funds to be allocated to Supplemental Instruction and Tutoring. In addition, SSSP has supported assessment efforts to further develop a data collection process for our online English self-placement, and is researching additional assessment tools to support student success in Math and English.

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

The Moorpark College Student Equity Plan has outlined a 3-year research agenda that includes Basic Skills and ESL. In the current Student Equity Plan, Moorpark College used the 80% Rule to determine disproportionate impact. The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup, which is the average for all students. In addition, student groups with too small of a sample size were suppressed, as they have been on the Chancellor's Office Data Mart. As a result of analyzing the equity data and integrated planning and goal setting, Basic Skills and Equity have agreed to jointly support Tutorial Services Coordination, increase the tutoring budget through equity funding, and jointly sponsor bridge programs to increase student access and reduce the need for remediation prior to attending college.

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](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

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

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

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

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

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

The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that YouTube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfBM>

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

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

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

English-Writing Discipline

The English Writing Discipline showed significant increased success (z of 3.40 and a p of .0003) between 2011-2013 and 2013-2015. This is because we were able to expand the number of sections that received academic support. ESL and BASIC SKILLS COMPLETION was defined as the ratio of the number of students by population group who complete a degree-applicable (college level) course after having completed the final ESL or basic skills course to the number of those students who did not complete such a final course. The Moorpark College equity data indicated that, of the 873 enrollments in Basic Skills (Remedial) English Writing, the largest equity gaps were with the Native Hawaiian/Pacific Islander with a .0 success rate compared to a .53 total average college success rate, American Indian/Alaska Native with a .43 success rate compared to a .53 total average college success rate and Black or African American with a .44 success rate compared to a .53 total average college success rate. In terms of our local data collection, baseline data was collected in 2006; the cohort sections are compared each year to the baseline data as well as all sections at the same level within each discipline. We have found that on the average there has been an 8 percent increase in student success in English since we began collecting the data. This success has increased across all sections of English. However, there has been minimal improvement between cohort sections and all sections, possibly because we instituted a Writing Center in 2007 that is supported by general funds. Therefore, we are redirecting our Basic Skills funds to support other efforts such as the Bridge program outlined in this report.

English-Reading Discipline

Not Applicable.

Mathematics-Discipline

The Mathematics courses showed a significant increased success (z of 2.34 and a p of .0096) between 2011-2013 and 2013-2015. BASIC SKILLS COMPLETION was defined as the ratio of the number of students by population group who complete a degree-applicable (college level) course after having completed the final basic skills course to the number of those students who did not complete such a final course. The Moorpark College equity data indicated that, of the 1058 enrollments in Basic Skills (Remedial) Math courses, the largest equity gaps were with the American Indian/Alaska Native with a .14 success rate compared to a .41 total average college success rate, Black or African American with a .21 success rate compared to a .41 total average college success rate and Hispanic Latino with a .36 success rate compared to a .41 total average college success rate. In terms of our local data collection for Math, baseline data was collected in 2006; the cohort sections are compared each year to the baseline data as well as all sections at the same level within each discipline. We have found that the interventions have made a difference both in terms of comparison to the baseline date and when comparing cohort to all sections of Math. On the average there has been a 6 percent increase in student success in the cohort sections compared to the baseline data and on the average there is an 8 percent difference in student success between cohort sections and all sections. Thus, for Math having Counseling Support, a Supplemental Instructor, and faculty trained with effective instructional practices makes a considerable difference. We plan to reconstitute our cohort model with Math at two levels below transfer.

ESL-Integrated Discipline

The ESL-Integrated courses showed a significant increased success (z of 2.31 and a p of .0107) between 2011-2013 and 2013-2015. ESL and BASIC SKILLS COMPLETION was defined as the ratio of the number of students by population group who complete a degree-applicable (college level) course after having completed the final ESL or basic skills course to the number of those students who did not complete such a final course. The Moorpark College equity data indicated that, of the 230 students enrolled in ESL courses, the largest equity gaps were with some other race with a .15 success rate compared to a .34 total average college success rate, Hispanic or Latino with a .22 success rate compared to a .34 total average college success rate and Females with a .27 success rate compared to a .34 total average college success rate. In terms of our local data, there has been on the average a 5 percent increase in success across all sections of ESL when compared to the baseline data. All sections of ESL received embedded counseling and supplemental instruction, thus there is no cohort data comparisons.

ESL Writing-Discipline

See ESL-Integrated Discipline.

ESL Reading-Discipline

Not applicable.

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

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

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

1. Continue to improve student success (complete with a C or better) by 10% for English Writing (M02) and Mathematics (M03)

2. Improve student success (complete with a C or better) by 5% in Math 9, Math 1, ESL, and ESL Integrated (English M03)

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	MCBSG 1	Continue to improve student success (complete with a C or better) by 10% for English Writing (M02) and Mathematics (M03)	\$27,500
Long Term Goal #2	MCBSG 2	Improve student success (complete with a C or better) by 5% in Math 9, Math 1, ESL, and ESL Integrated (English M03)	\$62,500
Long Term Goal #3			
Long Term Goal #4			
Long Term Goal #5			

Long Term Goal Total

Long Term Goal #1 Amount : \$27,500
 Long Term Goal #2 Amount : \$62,500
 Total : 90000

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

Program and Curriculum Planning and Development : \$6,000
 Supplemental Instruction and Tutoring : \$51,000
 Coordination & Research : \$23,000
 Professional Development : \$10,000
 Total : 90000

Comments: Assessment and advisement integrated and supported by SSSP Plan. Program Development for Inter-segmental activities (e.g. bridge program) and Tutorial Coordination integrated and supported with Equity Plan.

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	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Fur

	and elements of your activity.						
Activity #1	Institutionalize the Cohort Program that integrates counseling, academic, support/supplemental instruction, and effective instructional practices with the non-degree applicable Math 09, English 03, and ESL 1-3. Tutorial support and coordination will be funded through Basic Skills and Student Success and Equity.	MCBSG 2	06/30/2017	J. Sokenu & I. Nicklas	Math/Eng/Couns	Improved student success (complete with a C or better) by 5% in Math 9, ESL, and English M03	\$50,
Activity #2	Continue inter-segmental partnerships for English and Math to reduce the degree of remediation needed prior to attending Moorpark College through early assessments and interventions at the middle and secondary level. These programs will focus on the Transitions and bridge programs that identify students who are not on track to be college ready, and provide them support in terms of college level expectations, academic pathways, study skills, and foundational skills in Math and English.	MCBSG 2	08/15/2016	J. Sokenu & I. Nicklas	Math/Eng/Couns	Upon completion of a Bridge Program for students who are not college ready, students who enroll in an entry level Math or English Course will complete their course with a 70% success rate.	\$6,0
Activity #3	Deliver basic skills tutoring for students in one level below transfer (Math M01 and M03 and English M02), as diagnosed and referred to the Tutoring Center through progress reports in Grades First. Also, continue counseling support for this same	MCBSG 1	06/30/2017	J. Sokenu & I. Nicklas	Math/Eng/Couns	Continue to obtain significant increase in student success for English Writing, ESL Integrated and Mathematics.	\$21,

	population through SSSP.						
Activity #4	Embed College Learning Skills across the curriculum through numerous strategies, which include faculty development, study skills of the week, Recipes for Success, the Faculty Inquiry Group, College Success Courses and Workshops, etc.	MCBSG 1 & 2	Ongoing	Inajane Nicklas	Learning Resources	Continue to obtain significant increase in student success for English Writing, ESL Integrated and Mathematics.	\$3,0
Activity #5	Participate in statewide and regional conferences conducted by the RPgroup and 3CSN and arrange for follow-up workshops on campus to build institutional capacity for integrating best instructional and programmatic practices.	MCBSG 1 & 2	Ongoing	Inajane Nicklas	Learning Resources	Increased number of faculty who apply high impact instructional practices, sound principles of learning theory, and culturally responsive teaching theory as evidenced by a survey administered to all faculty members who participate in professional development activities.	\$10,

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)

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)

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

12. Thank You!

Thank you for completing the ESL/Basic Skills Online Submission Form.. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>