



2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: ~~October 10~~ November 14, 2014

(November 14 submission date approved by LeBaron Woodyard on Oct 22, 2014)

[2]. Narrative Response

How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?

BSI programs and projects continue to be institutionalized and administered at Golden West College (GWC) under the VP of Instruction and Student Learning using the shared governance process. In 2013-14, the process was refined to be overseen by a new campus committee called Recruitment to Completion Committee (RCC). The RCC is a project based committee composed of faculty, staff, and administration charged with planning, developing, providing and recommending best practice strategies to increase student success for all GWC students, but with emphasis on those from diverse backgrounds, special populations, basic skills, new students and students experiencing difficulty and in danger of suspension. Committee activities center on improving college readiness, career readiness, and support for entering students, including curricular realignment and other work related to the Basic Skills Initiative (BSI), Student Success and Support (SSSP), and Student Equity. The research, findings, and recommendations of this committee may be reportable to many campus bodies, including the Council for Chairs and Deans (CCD), Academic Senate, and the College Planning and Budget committee. The assessment of how BSI funds are used is largely determined by RCC. The committee rates funded BSI projects by measuring their alignment to the BSI matrix.

Basic skills funded projects also continued to be institutionalized using our college's educational master plan. GWC's master plan (last updated in spring 2011) includes a section on Basic Skills Mission Strategies. BSI funding in 2013-14, was spent consistent with what is written into the educational master plan. We continue to allocate funding to support a BSI faculty coordinator who works with an administrative counterpart to manage the College's BSI Process. We use a project proposal process to fund BSI projects that are in line with our BSI goals and include an evaluation component reporting the results of the project to the RCC committee. Last year's activities with the greatest level of success and possibility for institutionalizing are listed as follows:

- English, Math & Counseling again participated in Summer Bridge classes & activities this year with positive results. Most summer bridge expenses were paid for with general and GWC Title III Access2Success grant funds. A total of fifty-two students passed English 099 and qualified to take college level English. A total seventy students passed Math 030 and qualified for college level Math. Seventy-two of these students also passed a Counseling 103 course (providing them a comprehensive student educational plan) along with either a linked Math 030 or English 099 summer bridge section. English also piloted an intervention project as part of our Title III grant. This project recruited 16 students to participate in a review of their English writing skills with the goal of qualifying to retake our English assessment in order to qualify for a higher placement recommendation. Eight students successfully completed all the requirements of the intervention and were allowed to retake the assessment test. Two were placed in ENG 099, two were placed in ENG 100, and four remained at the 098 level.
- The Math and English departments offered their version of a Basic Skills Workshop Series. English/ESL workshops were offered in the Writing Center and included topics related to reading strategies, effective writing and developmental writing & grammar. Math's version incorporated teaching effective study skills strategies during 5 mandatory Math labs in one section of Math G010. Reactions from student participants varied from positive to not helpful. Tracking student success related to students who participated in these workshops is needed.

- The Math Department piloted an effort to use a modified version of Supplemental Instruction (SI) in several large class factor developmental math courses taught by three different instructors. The instructors using supplement instruction assistants (SIA) in their classes were positive about using SIA's. Changes in student success rates overall were inconclusive in those sections. Tracking student success related to students who participated in these workshops is needed.
- The English Department held a Symposium (including ESL faculty) during spring 2014 that focused specifically on pedagogy for Developmental English (English 098 and 99) and what could be done to improve student success in these courses. Faculty attending this event felt it was a positive experience and should be continued in the future.

Obstacles to institutionalizing basic skills programs and activities in 2013-14 included:

- The loss of our veteran BSI faculty coordinator mid-year and the inability to find a replacement for that position resulting in reduced monitoring and support for BSI funded projects and activities. The loss of long time administrative support from the Dean of Counseling who transitioned into the role of Project Director for the Title III grant in early spring but was not replaced until July 1, 2014, again resulting in further reducing the monitoring and support for BSI funded projects and activities during the second half of the year.
- The need for more full-time English, Math and ESL faculty (and support services to assist them) continued to hinder faculty involvement in BSI projects and activities. There continues to be few full-time faculty involved with BSI efforts to improve student success at the college. The Math department continues to express concern with only six full-time Math faculty (and one of the six retiring at the end of this academic year) to cover all courses from basic skills to college level. This limits their ability to be involved in campus efforts to improve student success. ESL faculty expressed similar views concerning the need for more full-time faculty to adequately address student needs.
- The Math department continues to articulate the challenge of large class sizes (90 students per section) as well as an increasing number of underprepared students taking math courses. Since GWC no longer offers courses in Basic Mathematics or Pre-Algebra, students who may need this level of remediation are encouraged to attend other CCCD campuses or are eligible to enroll in GWC's Elementary Algebra sections.
- Our language-based departments of English and ESL continue to assert that a lack of college readiness serves as the core challenge for Basic Skills students. Many students test into our lowest level of English (English 098), yet there is a very low pass rate for this class. This rate is further impacted by some ESL students electing to skip the critical ESL sequence and instead enter into the college English track well before they are ready to do so. Additionally, students testing into our lowest levels of ESL are at an extreme deficit when it comes to eventual progression into a transfer level course. Financial implications, new repeatability guidelines and a shortage of class offerings all serve to impact student success for our most vulnerable populations.
- Transitions in faculty roles in the English department specifically related to the Writing Center resulted in the inability to fully implement a BSI workshop project funded in spring 2014.
- GWC administrative concerns related to BSI and the improvement of student success of basic skills students center on the lack of full-time faculty involvement and specifically, the lack of evidence that we are moving fast enough to incorporating proven strategies related to student assessment, classroom instruction, and support services in effective and efficient ways in order to positively affect long term basic skills student success.

How are you scaling up successful projects and programs?

Effective efforts to scale up successful BSI projects/programs included continuing the Summer Bridge project (reported above) and GWC applying for new funding sources to help improve student success. In October 2013, GWC was awarded a US Department of Education Title III grant designed to fund activities that address the successful

progression of students from basic skills to transfer level courses. This Title III grant gives the college an additional 2.2 million dollars in funding over the next five years to hire personnel and implement strategies related to assessment, summer bridge, supplemental instruction (SI), tracking intervention strategies (follow-up), calculated to help students succeed at a higher rate in math, English and ESL basic skills courses.

How does your basic skills fund support the goals of SSSP plans and Student Equity plans?

The College’s RCC committee oversees the work related to the Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), and Student Equity. This committee is taking the lead in creating/updating the BSI, SSSP, and Student Equity Plans this year. As this committee coordinates these three efforts, it is attempting to link the goals for these three plans together so they can support and work together to improve student success at Golden West College.

Was your college’s basic skills program more successful in 2011-2013 than it was in 2009-2011?

To assess changes in basic skills completion rates between 2009-2011 and 2011-2013, data from the California Community Colleges Chancellor’s Office Basic Skills Progress Tracker Tool was utilized. Two 2-year cohorts were created. The first cohort represents students who began at any level of basic skills English, math, or ESL in fall 2009 and these students were tracked through spring 2011. The second cohort represents students who began the basic skills sequence in fall 2011 and were tracked through spring 2013. The percentages in the table below represent the percentage of students from each original fall basic skills cohort who passed a transfer-level course in the same discipline within the two year time frame. Data are disaggregated by gender, age group, and ethnicity. However, some population groups had very few numbers of students in the starting cohorts. Because drawing conclusions from percentages based on these very small cohorts would be inappropriate, the data for all population groups whose original cohort contained less than 10 students is not presented, but instead is replace with “< 10.”

Percentage of Students in 2-Year Cohorts who Progressed Through the Remedial Sequence and Passed a Transfer-Level Course

	English		Math		ESL	
	2009-2011	2011-2013	2009-2011	2011-2013	2009-2011	2011-2013
Overall	41%	47%	13%	19%	7%	7%
GENDER						
Female	42%	51%	11%	20%	6%	11%
Male	40%	44%	11%	18%	14%	7%
AGE						
<=17	45%	57%	20%	28%	< 10	< 10
18-19	43%	49%	13%	20%	12%	14%
20-24	36%	47%	16%	17%	6%	11%
25-29	29%	34%	10%	14%	11%	11%
30-34	47%	42%	11%	12%	6%	13%
35+	30%	24%	5%	14%	4%	0%
ETHNICITY						
African American	19%	35%	6%	5%	< 10	< 10
American Indian/Alaskan Native	< 10	< 10	< 10	< 10	< 10	< 10
Asian	55%	55%	16%	20%	9%	10%
Hispanic	34%	42%	9%	15%	< 10	< 10
Multi-ethnic	83%	45%	2%	21%	< 10	< 10
Pacific Islander	< 10	< 10	< 10	< 10	< 10	< 10
Unknown	< 10	< 10	< 10	< 10	< 10	< 10
White	39%	47%	9%	24%	<10	7%

The data indicate that the 2-year completion rates for English and math basic skills sequences increased by 6% for the 2011-2013 cohort as compared to the 2009-2011 cohort. For English, increases in completion rates were evident for both males and females, as well as students under 30 years old, African American, Hispanic, and White students. Completion rates for multi-ethnic students decreased dramatically, but it should be noted that there were far fewer multi-ethnic students in the 2009-2011 cohort than in the 2011-2013 cohort due to changes in the Chancellor's Office procedures for categorizing ethnicity. For math, increases in completion rates were evident for males and females, as well as students under 19 years old, 25-29 year-olds, and students over 35 years old. Asian, Hispanic, multi-ethnic, and white students also evidenced increased completion rates, while African American students did not.

Finally, basic skills completion rates for ESL were very low and did not change from 2009-2011 to 2011-2013. ESL completion rates increased for females but decreased for males, and also increased for 20-24 year olds and 30-34 year olds. It should be noted that, particularly for students who start in lower levels of ESL, two years is not enough time for them to progress through transfer-level courses. However, even when cohorts are extended out to 3 or more years, completion rates for ESL drop off dramatically for students who start at lower levels.



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due ~~October 10~~ November 14, 2014**

(November 14 submission date approved by LeBaron Woodyard on Oct 22, 2014)

College Name: Golden West College

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

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		14,586	
B. Student Assessment		8,597	
C. Advisement and Counseling Services		87,907	
D. Supplemental Instruction and Tutoring		40,290	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development		7,552	
TOTAL:	158,932	158,932	0

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

Signature, Chief Executive Officer

11-13-14
Date

Signature, Academic Senate President

11/13/14
Date

Signature, Chief Business Officer

11/13/14
Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due ~~October 10~~, November 14, 2014**

College Name: Golden West College

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		7,213	5,000
B. Student Assessment		15,698	15,000
C. Advisement and Counseling Services		39,061	38,932
D. Supplemental Instruction and Tutoring			43,638
E. Course Articulation/ Alignment of the Curriculum			15,000
F. Instructional Materials and Equipment			
G.1 Coordination			15,000
G.2 Research			
G.3 Professional Development			10,000
TOTAL:	142,570	61,972	142,570

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

Wes By
Signature, Chief Executive Officer

11.13.14
Date

Martie Ramm Engle
Signature, Academic Senate President

11/13/14
Date

Janet Hondu
Signature, Chief Business Officer

11/13/14
Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due ~~October 10~~, November 14, 2014**

College Name: Golden West College

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development			6,969
B. Student Assessment			7,475
C. Advisement and Counseling Services			20,213
D. Supplemental Instruction and Tutoring			52,963
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			15,000
G.2 Research			
G.3 Professional Development			10,000
TOTAL:	112,620	0	112,620

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

WwBm
Signature, Chief Executive Officer

11-13-14
Date

Martie Ramm Engle
Signature, Academic Senate President

11/13/14
Date

Janet Hondu
Signature, Chief Business Officer

11/13/14
Date

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

Due October 10, 2014

College Name: Golden West College

REFER TO LAST YEAR'S FORM.

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

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

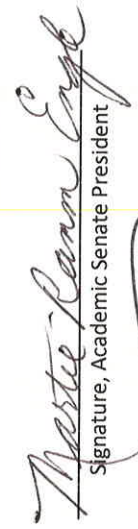
Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	Math will investigate the feasibility and implementation of hybrid-SI support models to reach a larger number of our basic skills students in Elementary and Intermediate Algebra. As a result of this goal, the successful progression rate of students from elementary algebra with SI support to intermediate algebra will increase 5% by 2017-2018 over the current 2012-2013 rate.	\$24,000
B	Using the findings from the Basic Skills Cohort Progress Tracking Tool, the ESL department will work in conjunction with Support Services on campus to promote a greater understanding of the need for ESL students to remain steadfast in the ESL track, and, in particular, remain enrolled in the ESL 071 course. The tracking tool shows that when ESL students jump into the regular English track their success rates are alarmingly low. By providing clarity for ESL students in counseling, in class and in the Writing and Reading Center, the success progression rate from ESL to English will increase. More specifically, the successful progression of students, who come in at the 50 level or higher and take ESL 071, will increase 4% by 2017-2018 over the current 2012-2013 rate.	\$24,000
C	Through the analysis found in the Basic Skills Cohort Progress Tracking Tool and the student learning outcomes noted in the department Mastery Test, there is much evidence to show that students are coming to the campus extremely under prepared. As a result, the English department will investigate the feasibility and implementation of a support model, which endeavors to mitigate a lack of college and English course readiness. This will foster marked improvements over the next five years in the success rate from developmental to transfer English, while also lessening the impact of new repeatability regulations. The successful progression rate of students who begin at two levels below Freshman Composition and benefit from this support model will increase 5% by 2017-2018 over the current 2012-2013 rate.	\$24,000

D	This is a newly added goal: Impact problems in College Readiness by more closely working with feeder high schools and our Institutional Research and Planning Division to perform a gap analysis, determine the area in most need and move overall BSI program from activities to scalable outcomes in student success.	\$40,620
TOTAL ALLOCATION:		\$112,620

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


 Signature, Chief Executive Officer

11.13.14
 Date


 Signature, Academic Senate President

11/13/14
 Date


 Signature, Chief Instructional Officer

11/13/14
 Date


 Signature, Chief Student Services Officer

11/13/14
 Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: Golden West College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
<p>Program and Curriculum Planning and Development</p> <p>Supplemental Instruction and Tutoring:</p> <ul style="list-style-type: none"> Explore hiring English & Math instructor(s) to teach basic skills courses piloting the integration of identified success strategies & perform Title III grant math/English coordination (25% paid by Title III grant) Continue Basic Skills Workshop series in English/ESL & Math Track the impact of contacts in the Writing Center with student achievement in specific classes 	A, B, C	Dec 2015	Deans, Arts & Letters/Math & Science English/Math department HR Project Director Title III grant BSI Coordinator	<p>Number of courses taught, number of sections offered with SI tutors embedded in them, number of students using other tutoring resources, track and report results for "On Course" strategies implemented in classes & the use of SARSALRT/Civitas follow-up strategies being used. Track and compare success rates in pilot courses verses classes not using these strategies.</p> <p>Verifiable presentation tools, surveys of students in attendance to the workshop series, and amount of students in attendance. Track attendance & compare course success rate for attendance & students who did not attend any of these workshops.</p>	\$40,000.00
<p>Advisement and Counseling Services:</p> <ul style="list-style-type: none"> Develop a pilot for embedded counseling in basic skills courses (targeting 10 English, 7 math, and 6 ESL sections) for spring/fall 2015. 	B, C, D	June 2015	Dean Counseling & SS Counseling, Math, English, ESL faculty BSI coordinator	<p>Collect disaggregated data and determine use of results to better impact student success.</p> <p>Number of sections visited, number of students seen, number of SEP's completed or updated that can be tracked to basic skills students. Student satisfaction with counseling services provided. Student success and persistence rates in courses with embedded counseling.</p>	\$25,000

<p>Student Assessment services:</p> <ul style="list-style-type: none"> • Create a short (3 minute) "Why take assessment seriously" video • Implement Math/English pre-assessment activities designed to improve student success with taking our assessment test. 	<p>B, C, D</p>	<p>January 2015 June 2015</p>	<p>Deans, Arts & Letters/Math & Science English/ESL/Math department faculty Project Director Title Ill grant Research office BSI Coordinator</p>	<p>Video produced and in use. Number of students completing these activities. Tracking & report of Math & English course success compared to earlier semesters & control group.</p>	<p>\$30,000</p>
<p>Professional Development activities:</p> <ul style="list-style-type: none"> • English/ESL/Math Department Symposiums • Curriculum alignment meetings between GWC faculty & feeder high school English/ESL/Math faculty. • Support other faculty training to help basic skills students succeed. 	<p>A, B, C, D</p>	<p>June 2015</p>	<p>Deans, Arts & Letters/Math & Science English/Math department Faculty BSI Coordinator Project Director Title Ill grant</p>	<p>Agendas, sign-in sheets and report from each symposium held, number of faculty attending. Action plans created/tracked/reported on related to moving BSI success efforts forward based on professional development activities completed.</p>	<p>\$17,620</p>
TOTAL ALLOCATION:					<p>\$112,620</p>

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

<p> Signature, Chief Executive Officer</p>	<p><u>11-13-14</u> Date</p>	<p> Signature, Academic Senate President</p>	<p><u>11/13/14</u> Date</p>
<p> Signature, Chief Instructional Officer</p>	<p><u>11/13/14</u> Date</p>	<p> Signature, Chief Student Services Officer</p>	<p><u>11/13/14</u> Date</p>



[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

Due ~~October 10~~, November 14, 2014

(November 14 submission date approved by LeBaron Woodyard on Oct 22, 2014)

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

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Golden West College

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
David Baird	Basic Skills Coordinator	dbaird@gwc.cccd.edu
Robyn Brammer	Dean, Counseling and Social Sciences	rbrammer@gwc.cccd.edu
Omid Pourzanjani	Vice President, Instruction and Student Learning	opourzanjani@gwc.cccd.edu
Paul Wisner	Director, Fiscal Services	pwisner@gwc.cccd.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	20,000
Student Assessment	30,000
Advisement and Counseling Services	15,000
Supplemental Instruction and Tutoring	15,000
Coordination & Research	15,000
Professional Development	17,620
TOTAL:	\$112,620

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

WAB
Signature, Chief Executive Officer

11-13-14
Date

Marta Ramon Engle
Signature, Academic Senate President

11/13/14
Date

Opant Houlin
Signature, Chief Business Officer

11/13/14
Date