

[2]. Narrative Response

How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan? The Basic Skills Committee, a committee comprised of faculty representing disciplines across the curriculum, administrators, and classified staff address the basic skills needs across campus and develop avenues for the campus to utilize BSI funds to promote innovation and expansion of existing services in the basic skills, both in instruction and student support services. The diverse makeup of the committee helps to ensure that needs are being recognized and addressed across the campus. Calls for basic skills individual and group projects are made both in the fall and spring semesters. Embedded within the project application form is the direct reference to the BSI long-term goals on our campus and terminology within the forms is designed to promote the activities that were addressed and approved by the Basic Skills Committee as encompassing those in the action plan for 2013-14. The college's Educational Master Plan (EMP) addresses basic skills as one of the major themes that drive the document, and the plan states that one of the tasks of the college is "to envision clear direction [...] for integrated planning, basic skills and transfer, and to support the college's attention to student learning." The EMP also directs the campus, as one of its values/tenets to make plans and decisions that are "data driven and based on an informed consideration of what will best serve students and the community." The EMP further links directly to the college's Strategic Plan, specifically to the areas of access and success. The EMP appeals to the individual departments and services that make up the college, and the focus is at the micro-level for evaluation of programs and services. Within the data that is provided for programs and services, the link is made to the overall college community and the Program Review process enlists this data, data which is updated yearly, to make decisions about needs, efficacy, and ultimate funding of programs and services; therefore, efficacy accountability is ultimately linked to the Program Review process. Through the EMP narratives, it is shown that the projects funded by Basic Skills are appropriate to the visions and missions of the college.

What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office? Access has always been at the forefront of campus-wide discussions on meeting the needs of basic skills students. Along with discussions of access, the college dialogue links student success—access is only meaningful if the college provides students with the support they need to succeed in

obtaining their individual goals. Non-credit courses have been discussed on campus as a way to appeal to the needs of students who are not yet ready for the basic skills courses that are offered. ESL, Reading, and Math currently have courses that are without a prerequisite and students are able to enroll in them despite a score on the college's assessment that may indicate that they are, in fact, lower than the curriculum that drives those courses. ESL developed a series of eight non-credit courses, and they are offered on a limited basis. The college is continuing to explore ways to address this population of students. Functioning effectively within the parameters of internal processes, procedures, and timelines was an issue addressed by the Basic Skills Committee in the past, and we are continuously working to hone the interaction between the committee responsibilities and the district. For example, last year the committee called for proposals in spring, 2013, for implementation in fall, 2013, so that projects could begin immediately at the beginning of the semester. Timelines and processes within the Basic Skills Committee continue to be evaluated and revised in order to become more efficient and maintain currency in activities.

What is your action plan for research to evaluate your programs and if/how your BSI funds have helped? Course success, retention, and persistence rates of basic skills students have been major components in determining the usefulness of projects funded through BSI. The focus on BSI funding allocation being data driven is embedded into the project proposal process that is used for those who submit requests for funding to the committee. Upfront, the committee asks the proposers to address their plan for assessing the effectiveness of the activity's outcome before the project begins. The long-term goals for the campus are clearly stated on the form and the benchmarks that those contain are clearly stated, further reinforcing the need of the proposers to address the impact of the project. The Office of Institutional Research supports the Basic Skills Committee by providing data for projects and reporting out to the committee on the assessment of that data and the way that it has impacted the benchmarks that were set in the long-term goals. Each spring project proposers are asked to complete an end-of-the-year report and present the outcomes of the project to the Basic Skills Committee, outcomes in terms of both expenditures and impact on learning. The Dean of Institutional Research sits on the committee and informs the committee about the avenues available for research and the connections that can be addressed through the college's current data collection system. A yearly report is given to the committee by the Institutional Researcher on the progress the college has made on the benchmarks. So both local and global data is collected and assessed.

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

SBVC improved on three basic skills measures between the 2008-10 and the 2010-12 cohorts. As shown in Table 1a, the 2010-12 math cohort improved from 2% success to 3% success for those who started three levels below. For those who started one-level below, the math success rate improved from 29% to 36%, resulting in a 7% increase. Finally, for the student in English who started two levels below, there was a 3% increase from 12% to 15%. All other areas either show a drop in the percentage of successful students or showed no change.

	Three levels	Two-levels	One-level
Math 2008-10 cohort	2%	13%	29%
Math 2010-12 cohort	3% (+1%)	13% (0)	36% (+7%)
English 2008-10 cohort	1%	12%	22%
English 2010-12 cohort	*1%(0%)	15% (+3)	28%(-6)

Note: The numbers in parentheses are the percentage difference between the two cohorts. Positive values show improvement.

*Reading course

	Three levels below	Four levels below	Six levels Below
ESL 2008-10 cohort	12.5%	10%	4%
ESL 2010-12 cohort	0%(-12.5%)	7% (-3%)	3% (-1%)

Note: The 12.5% drop for three levels below represented only 1 person in 8—too small of a sample to draw conclusions.

This report summarizes data from the basic skills tracker provided by the California Community College Chancellor’s Office Data Mart. Students from two cohorts were tracked for the report. Data of the 2008-10 cohort represents the performance of students who enrolled in their first basic skills course in 2008. Data for the 2010-12 cohort represents the performance of students who enrolled in their first basic skills course in 2010. Each cohort was tracked for two years. Success rates were calculated for every student who started in a class below transfer level in English, math, and ESL. The results of the analysis clearly shows that success rates increase substantially with every level closer to transfer courses a student starts his/her basic skills coursework.