



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

1) Enter Today's Date
9/25/15

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

First Name*: Sam

Name*: Aunai

Title: Dean of Instruction

District: Kern Community College District

College: Porterville College

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3) How do you prefer to be contacted?

Email

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?

Acceleration

Acceleration Program in English is institutionalized.

ESL—Porterville College recently hired full-time ESL instructor. Therefore, we are moving swiftly to institutionalize our re-design and acceleration of ESL. That design includes expanding non-credit ESL for expanded access to our community, and developing an accelerated ESL program that parallels rather than precedes our basic skills English classes. The top level of ESL will be a class in Academic Reading and Writing that prepares student to move into transfer English. Our new ESL faculty member is currently writing the curriculum based on research and guidance from the ESL Work Group first established two years ago.

Supplemental Instruction—

We have taken the Supplemental Instruction (SI) program, adjusted it to fit the needs of our college, and have developed the Peer Assisted Study Sessions (PASS) program. Our PASS leaders are focused on facilitating study sessions that are student centered, informal, and welcoming to all of the students in a course.

PASS leaders train in a four-hour session before the beginning of the semester and work on promoting the program in the classroom, building relationships, creating positive atmospheres that are conducive to learning, and assessing and reporting progress. They continue training throughout the semester by attending monthly meetings. Leaders are required to hold at least two forty-five minute sessions per week (though many leaders hold three or four) and the sessions are open to all of the students in the class (not just those who are struggling or those of a particular demographic). The sessions are anonymous so the students feel comfortable knowing their attendance will not be reported to the teacher. The leaders attend each class session and were previously successful in the course, so they are much less intimidating to most students than the actual professor.

In the past two years, we have seen the PASS program impact our basic skills classes immensely. The program (then SI) was small in spring 2013 with only three leaders and active in only one department. In fall 2015, we have 29 leaders and are active in every department on campus. Instructors see the results in their students' scores and community in the classroom. Most of the instructors who have a PASS leader plan to have one again next semester and all of the instructors plan to use the program again in the future. Students have a growing awareness of the program and after actively participating in the sessions in one class, seek out classes with PASS leaders for the future.

The PASS program is succeeding in helping basic skills students pass a particular class, but the program goes even further. When students attend PASS sessions, they learn study and time-management skills that transcend the single course and carry on in their academic and post-collegiate lives. The immediate goal of the PASS program might be to help a student in a traditionally difficult class, but the overall success of the program lies in the long-term lesson of taking responsibility for one's own education.

Through this practice, we hope to be able to institutionalize the PASS principles and concepts within our college practices to ensure continuity regardless of funding

What are the obstacles to doing so?

- Funding priorities and availability
- The need for all instructors to be trained in acceleration pedagogy

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)

- Acceleration in English
- Acceleration in Math
- ESL
- Assessment

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).

Acceleration in English—In the last year, the English program has increased the number of accelerated sections from four sections (Spring 2015) to six (Fall 2015). The biggest obstacle to further expansion is lack of training for instructors in acceleration pedagogy. In summer 2016 we plan to institute our own training program led by our two most experienced teachers of accelerated English. Also, starting in the summer 2016, a new team of PC faculty will participate in the year-long CAP training.

Acceleration in Math –Porterville College has developed and implemented a Math basic skills acceleration course. We offered the first acceleration math course during the Spring 2015 with 37 students. In this Fall 2015 semester, we are currently offering two sections with a total enrollment of 79 students.

ESL- Our ESL community liaison is introducing our new faculty member to other institutions and organizations in the community that teach ESL so that we can extend outreach and collaborate to the extent possible. New faculty member will be attending year-long CAP training as part of the PC team

Assessment - Porterville College offers students the opportunity to challenge their writing assessment scores by writing a challenge essay. In the past, this was offered for students hoping to advance to English 101A (transfer level), English 50 (one level below transfer), or English 71 (two levels below transfer). Students who score below level English 83 (Basic Writing) were not allowed to register for writing classes – only reading classes.

Porterville College has instituted a new effort in which students who score below the English 83 level are also allowed to take the challenge. Students are usually referred by one of the educational counselors. Interested students are required to make an appointment through the Learning Center Lab to take the first writing challenge. At the first appointment the student reviews a Power Point presentation that goes over prewriting and the parts of an essay. The students then write the first essay. The essay is sent to the LRC Language Arts Coordinator for review. The Coordinator then meets with the student to discuss the essay. Next the student returns to the LRC lab and makes a second appointment for the challenge essay. This essay is reviewed by Coordinator to determine whether the student is eligible for English 83 (Basic Writing). If the student is found to be eligible, this information is passed onto Admissions and Records, and the student is allowed to register for the class.

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

Student Success Plan is integrated with Achieving the Stream Plan. Both the Acceleration of English and the redesign of ESL are in those plans. Porterville College’s basic skills fund supports key success programs that are linked to the campus’ SSSP plan.

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

Re-design of ESL is integrated into Student Equity Plan. Additionally, as in SSSP, basic skills funds support key success programs that are linked to Porterville College’s Student Equity plan.

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.

Area	SUM OF COMPARISON FISCAL YEARS				PERCENTAGES		z	p	Significance Interpretation
	FY 11/12 + FY 12/13		FY 13/14 + FY 14/15		111213	131415			
	Attempt	Success	Attempt	Success					
English writing	1,454	953	1,614	1,012	.6554	.6270	1.64	.0505	
English reading	647	493	791	550	.7620	.6953	2.85	.0022	Significant Decrease
Mathematics	1,250	804	1,454	880	.6432	.6052	2.04	.0209	Significant Decrease
ESL-Integrated	175	143	129	83	.8171	.6434	3.39	.0004	Significant Decrease
ESL writing	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
ESL reading	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

English-Writing Discipline

- In each of the levels, the number of students who enrolled increased during 2013-2015.
 - For example, in 2011-2013, the number of students enrolled in the class three levels below was 55. However, in 2013-2015, this number was at 77.

- The percent of students who successfully completed the courses in this area decreased during 2013-2015

English-Reading Discipline

- In each of the levels, the number of students who enrolled increased during 2013-2015.
 - For example, in 2011-2013, the number of students enrolled in the class two levels below was 77. However, in 2013-2015, this number was at 115.
- With the higher enrollment numbers during 2013-2015, more students were able to transition from one level to the next in basic skills courses.
- The percent of students who successfully completed courses in this area decreased during 2013-2015 in comparison to 2011-2013 academic years. This represents a statistically significant decrease.

With English reading and writing acceleration, the data as captured does not represent this mode of delivery. The data in its current format is representative of non-accelerated basic skills courses (traditional courses). Therefore, the information through the Chancellor's Office is not a definitive representation of all efforts at the college level given the void in basic skills acceleration data notation.

Mathematics-Discipline

- In each of the levels, the number of students who enrolled increased during 2013-2015.
 - For example: in 2011-2013, the number of students enrolled in the class one level below was 17. However, in 2013-2015, this number was at 34.
- With the higher enrollment numbers during 2013-2015, more students were able to transition from one level to the next in basic skills courses.
- The percent of those who successfully passed (two and four) course levels below transfer increased during the 2013-2015 in comparison to 2011-2013.
 - For example: 23 out of 44 students passed the class (2011-2013) = 52% (two levels below)
45 out of 66 students passed the class (2013-2015) = 68% (two levels below)
- The percent of students who successfully completed courses in this area decreased during 2013-2015 in comparison to 2011-2013 academic years. This represents a statistically significant decrease.

Porterville College has offered one accelerated course in two of our basic skills math classes. Another accelerated sequence of basic skills and one transferable level math are being discussed with hope of being offered in Spring 2016. Additionally, going forward for two of the basic skills math courses, the plan is to reduce the units in each course.

With Math acceleration, the data as captured does not represent this mode of delivery. The data in its current format is representative of non-accelerated basic skills courses (traditional courses). Therefore, the information through the Chancellor's Office is not a definitive representation of all efforts at the college level given the void in basic skills acceleration data notation.

ESL-Integrated Discipline

- The numbers of students in ESL Integrated Discipline classes were in 2013-2015 than it was during 2011-2013.

- The percent of students who successfully completed courses in this area decreased during 2013-2015 in comparison to 2011-2013 academic years. This represents a statistically significant decrease.

Plans Going Forward:

With the decrease in the percentage of students who successfully completed a basic skills course, Porterville College will work to fulfill the following to improve the success rates in basic skills classes:

- I. Promote and encourage faculty especially in basic skills classes to use the early alert system to refer students for academic advising and counseling
- II. Promote counseling and academic advising services to students in basic skills courses. Counseling and advising staff will provide presentations to basic skills classes.
- III. Provide workshops on topics ranging from study skills, time management, etc. to students
- IV. Continue to provide and promote tutoring (& peer mentoring) for students in basic skills classes
- V. Provide additional training and professional development for faculty/staff in topics that include: reading & writing across the curriculum, classroom management, student-faculty interaction, acceleration, etc.

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.

Yes

	Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015	
	Sections	Census Enrollmt	Sections	Census Enrollmt	Sections	Census Enrollmt	Sections	Census Enrollmt	Sections	Census Enrollmt	Sections	Census Enrollmt	Sections	Census Enrollmt
Non Credit ESL (EL2 P090)	1	54	1	42	2	38	2	78	1	44	2	58	2	46

Porterville College has one ESL non-credit course (non-graded). We began offering the non-credit ESL class during the 2012-2013 academic year. The class is designed to build on English language skills learned in adult school and community ESL classes and to act as a bridge to credit ESL classes at Porterville College.

Porterville College will be expanding its non-credit ESL to increase access to our community and to develop an accelerated ESL program that parallels rather than precedes our basic skills English classes. A formal process of tracking students in the non-credit ESL has not fully been developed. However, this will be part of our effort for improvement as we work to expand our offerings in non-credit ESL.

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

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2015-2016 action plan.

Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2015-2016 that are allocated to each goal.

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.

- A. Participate in regional teaching-learning resource workshops to provide faculty and staff with support in learning about implementing “best practices” in developmental education
- B. Enhance and revise the present English as a Second Language (EL2) curriculum
- C. Align and integrate recruitment, admissions, placement testing, counseling, orientation, tutoring, other student support and instructional program practices to assure student retention and success at the developmental level and into the transfer and career-technical education.

8) Long Term Goals for 2015-16

Identify up to 5 goals the college will be focusing on 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	A	Participate in regional teaching-learning resource workshops to provide faculty and staff with support in learning about implementing “best practices” in developmental education	\$15,000
Long Term Goal #2	B	Enhance and revise the present English as a Second Language (EL2) curriculum	\$15,000
Long Term Goal #3	C	Align and integrate recruitment, admissions, placement testing, counseling, orientation, tutoring, other student support and instructional program practices to assure student retention and success at the developmental level and into the transfer and career-technical education.	\$60,000

Long Term Goal Total*

This question checks the addition of the budgeted amount entered in question #8 above for the Long Term Goals. Please enter the amount from the above question.

- A. Long Term Goal #1 Amount \$15,000
- B. Long Term Goal #2 Amount \$15,000
- C. Long Term Goal #3 Amount \$60,000

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

List the amount of each expenditure summarized by category

\$10,000	Program and Curriculum Planning and Development
\$0	Student Assessment
\$10,000	Advisement and Counseling Services
\$55,000	Supplemental Instruction and Tutoring
\$0	Coordination & Research
\$15,000	Professional Development

Comments:

Action Plan Template

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- How will you make progress towards attaining your long-term goals?
- What are your intermediate steps to bring you to that point?
- What will you do in 2015-2016 to move you along that trajectory?

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals.

In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

10) Action Plan Activity Grid/Table

- Activity: 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: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.
- Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	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 #1	Continue support for the Supplemental Instruction, Math and English Mentor Programs	C	6/1/2016	Faculty Coordinator	Language Arts, Science & Math Divisions	By the end of Spring 2016, the successful completion rate for classes with SI support will be 15% higher than the average for the same classes taught by the same instructors over the previous four semesters.	\$50,000
Activity #2	Basic Skill counselors, faculty and staff will be trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods. (Topics include not limited to: reading & writing across the curriculum, acceleration, classroom management, student-faculty/relationships/diversity, etc.)	C	6/1/2016	Basic Skills Committee Chair	Basic Skills Committee Language Arts, Science & Math Divisions	By June 2016, up to 8 faculty will participate in training and professional development on related pedagogy, curriculum, and basic skills topics to enhance instruction Fall-to-Fall success rate of students taking basic skills English and Math will increase by 5%.	\$15,000
Activity #3	Revise the ESL curriculum to meet the needs of students and success	B	6/1/2016	Language Arts Division Chair	Language Arts Division	By June 2016, the ESL curriculum will be developed and revised to enhance learning	\$10,000
Activity #4	Provide workshops on topics ranging from study skills, time management, etc. to students	C	6/1/2016	(Early Alert) Counselor	Student Services	By the end of June 2016, at least two workshops would have been provided to assist students with study skills, time management, etc.	\$5,000
Activity #5	Promote and encourage faculty especially in basic skills classes to use the early alert system to refer students for academic advising and counseling	A,B,C	6/1/2016	Early Alert Counselor BSI Committee Chair	Student Services	Early Alert usage by Faculty will increase by 10% over 2012-2013 baseline.	\$10,000

Review Form

This page is designed to allow you to review your form's responses before finalizing it. If you have not used the "Save and Continue" button at the top of the page now would be a good time to do so. If you submit the form without doing so you will not be able to access it without contacting the Chancellor's Office to obtain an editable link.

By using the "Save and Continue" button at the top of the page you will receive an editable link that will allow you to re-enter the form and correct any item.

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>**