



**2012-2013 ESL/Basic Skills Allocation End-of-Year Report
2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan**

Submission Deadline: October 10, 2013

Please find the templates and narratives for submission of **the Bakersfield College 2012-2013 Basic Skills Allocation End-of-Year Report and the 2013-2014 Basic Skills Allocation Goals/Action Plan and Expenditure Plan.**



**[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013**

College Name: Bakersfield College

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 funds (refer to the final 2010-2011 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.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		5,381.00	
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		184,585.00	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		50,969.00	
G.1 Coordination			
G.2 Research			
G.3 Professional Development		33,123.00	
TOTAL:	276,561.00	274,058.00	2,503.00

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

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



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

College Name: Bakersfield 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, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, 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.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development			54,972.00
B. Student Assessment			60,000.00
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			67,264.00
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			6650.00
G.1 Coordination			80,000.00
G.2 Research			
G.3 Professional Development		619.00	33,411.00
TOTAL:	303,546.00	619.00	302,297.00

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

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



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

College Name: Bakersfield 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 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, 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.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development			12,000.00
B. Student Assessment			15,500.00
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			127,635.00
E. Course Articulation/ Alignment of the Curriculum			3,000.00
F. Instructional Materials and Equipment			60,411.00
G.1 Coordination			85,000.00
G.2 Research			
G.3 Professional Development			
TOTAL:	303,546.00		303,546.00

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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

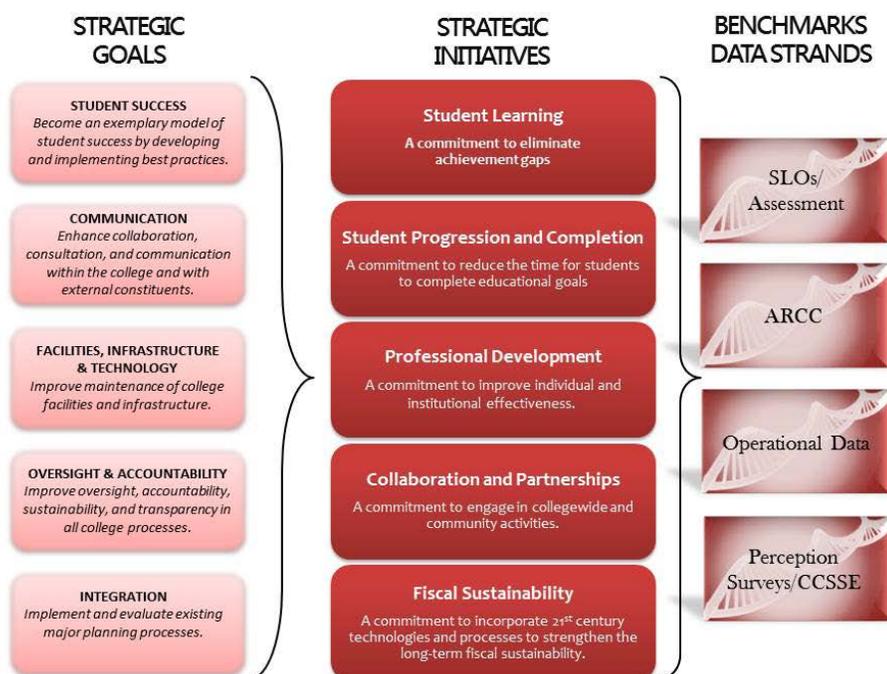
Date

[2]. Narrative Response

Respond to the following questions:

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**
- **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?**
- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

2012/13 was a year of change for the Basic Skills programs at Bakersfield College, and Basic Skills Initiative funding was used to support the research and training necessary to make these changes efficiently and effectively. Based upon the weak results of the Basic Skills Cohort Tracking Tool and the Bakersfield College Goal of Student Success, the Academic Development Department was charged to undertake a basic skills redesign. This redesign was directly linked to our Strategic Initiative of Student Learning—a commitment to eliminate achievement gaps.



To meet this challenge, the Academic Development Department undertook an intentional, carefully planned redesign of their course offerings. An important tool in this process was the research into current best practices in basic skills at other institutions, and this was supported by BSI funding. Faculty were able to visit institutions in Tennessee as well as within the state of California to learn what practices were effective and why, then take this knowledge and use it to design high tech/high touch courses in reading, writing, and mathematics. These courses were introduced as learning communities in fall of 2012, and both anecdotal and qualitative data were used to compare results from previous semesters and utilized to determine the effectiveness of these new courses. The department and dean determined changes were indicated, and new courses that allow basic skills students to proceed more quickly through the pre-collegiate pathway were state approved and offered as courses by fall of 2013

Basic Skills support is not housed in one location at Bakersfield College. While the Academic Development Department provides the bulk of the instruction and support, English and mathematics courses one to two levels below college level are provided by the English and math departments respectively with mathematics offering the course 3 levels below as well), and English as a Second Language basic skills instruction and support is provided by the EMS department. While these departments did not receive the direct mandate to redesign their basic skill support as the Academic Development department did, they did undertake many of the same redesign initiatives. The English and EMS developed accelerated courses to provide a shorter pathway through basic skills, and data provided by the Institutional Research office compared the student success and retention of these courses to traditional courses to determine the success of these new courses. The Mathematics department has been more reluctant to attempt an accelerated course modality, but based upon the results in the English department, the first accelerated math course is planned for spring of 2014.

In addition to full courses, Basics Skills support has also been expanded. Supplemental Instruction was introduced in the English accelerated courses, and we plan to work with our STEM departments to expand SI offerings to the campus as a whole in spring of 2014. The Critical Academic Skills workshops (CAS) continue to be offered, and we have now included a follow-up survey to students to determine if they used the skills taught in their classes and if it was effective. This takes us beyond our previous data that only determined the number of students who attended these workshops and if they felt they were a good use of their time, and allows us to better determine if the workshops impact student success.

Our areas of weakness tend to be those of short-term effectiveness, but rather in determining the long-term impact of these programs, particularly the new courses. We are able to acquire and use data on success and retention rates of students in the new courses, but we have been unable to access data that compares the success of these students as they move to the next levels in comparison to those who took the standard modality courses. Nor have we been able to track our students as they move from English or math into courses that these departments support, such as history or engineering. In order to achieve this, the English and Academic Development Departments have asked for IR support in their Annual Updates for 2013. In addition, we have requested support from the new Achieving the Dream data coaching project. BSI funding was used to send faculty and administrators to the Achieving the Dream conference, and Bakersfield College is a new Achieving the Dream institution. We are asking that this new expertise and support be used to help us determine the success of our students as they move into other programs.

One other area of weakness we have found is our inability to control variables when assessing the impact of supplemental instruction, which is a common concern. We have found a correlation between the number of SI sessions attended and student success in the course, but the question of the impact of student engagement calls the data into question. Are these students more successful due to the support of SI, or are they more successful because they are the students more likely to do more to pass a course in the first place? We have not found a study that is able to control this variable yet, and if 3CSN or the Chancellor's office is aware of any, we would be grateful to be informed.

As we gathered our data and evaluated our results, we found the impact of the affective domain to student success continues to be a concern. This was also confirmed within the Program Level Assessment Plans in 2013. Based upon this, a team from ACDV, Counseling, Mathematics, English, and Student Government met over the summer to look at the results of the CCSSE, our student success data, the Basic Skills cohort tracking tool, and research on first generation students to begin a Habits of Mind program at Bakersfield College.

As these programs are developed and continue to grow, the need for a Basic Skills Coordinator is increasingly apparent. This position would provide the seamless interplay of the various Basic Skills programs throughout Bakersfield College, and ensure that each project is continually and effectively assessed and managed, increasing the likelihood of sustainability.

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

- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

Upon exploration of the data, results were varied.

New courses/modalities: Because of the continuing changes in English/ EMS/ and Academic Development courses over the past year, accurate data for comparison is difficult to compile.

- Pre/post test score comparing student results in traditional and accelerated reading courses showed students in the accelerated course came into the course with lower level skills, and demonstrated higher skills in 4 of 10 areas by the end of the course, with higher levels of growth in most areas. The department will continue to offer both options to students to meet their needs and work with counseling to better guide students into the more difficult course.
- In spring, 2013, Academic Development offered a 1 unit lecture, one unit computer lab course for both writing and math. Outcomes showed lower skills acquisition in more complex skills. Based on these results the department developed and gained state approval for 2 unit courses with additional face to face support, yet still at a faster pace than the original 3 unit course. These courses will also be offered as 6 week courses, paired with the following course in English or math in the same semester, thus allowing students to complete two level of writing or math in one semester.

Supplemental Instruction: Correlation was found between the number of Supplemental Instruction sessions attended and student success. No change was found in success rates of students who attended SI session 3 or fewer times, but of students who attended session 4 or more times, 94 % passed the class compared to 62% of students who did not attend. While this demonstrates a correlation between SI participation and students success in accelerated English, it does not necessarily demonstrate causation.

CAS workshop participants were surveyed for the first time on their use of skills acquired in CAS workshops. Of the students surveyed 100% strongly agreed or agreed that the workshops were effective, and 90% stated that they used the study skills strategies they were taught in their classes. These results indicate that the workshops had a positive impact.

The Basic Skills Cohort Tracker showed little change when looking at student results compared to 2012/13. With the amount of change accomplished in the courses in the past year, accurate comparison between years is difficult, and we were steeled to see much weaker results. It is still very apparent that the lower our students start in their pathway through college courses, the less likely they are to succeed, and this has been the impetus for the development of the accelerated courses (to decrease the time required to meet basic skills requirements and move into college level coursework) and a new remediation/retest option. We have worked closely with student services administrators to develop a new testing policy that will allow student to re-take the placement test if they feel they were placed too low. In order to qualify for a re-test, students must use remediation support in our Student Success Lab, and then are allowed to retake the exam in a new computer lab developed for Basic Skills course support Monday thru Thursday and placement re-testing on Fridays and Saturdays. This provides another opportunity for student to brush up on their skills and place higher in the required course work, lessening their time in Basic Skills.

Data from the 2013 Bakersfield College Student Success Scorecard also revealed that there have been slight increases in success rates for English, Math and ESL in the last year. English and Math are still below state average, which is of concern, but the fact that we did not experience significant downward trends during this time of great change in coursework is encouraging.

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

Due October 10, 2013

College Name: Bakersfield College

REFER TO LAST YEAR'S FORM.

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

Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-14 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below transfer level composition and successfully complete Freshman composition within four years will increase by 1% annually in 2015-16, 2016-17, and 2017-18 over 2009-2010.	155,000.00
B	The successful progression rate of students from four levels below transfer level (ACDV 77) to three levels below transfer (Math 50) will increase by 5% by 2017/18 over the 2010-11 rate	133,046.00
C	The number of students placing into two levels below transfer level composition and four levels below transfer level in mathematics will decrease by 1% by 2015/16 over 2009-10 rates.	15,500.00
	Total Allocation:	303,546.00

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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013

College Name: Bakersfield College

Insert your 2013-2014 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)	2013-2014 Funds Allocated to this Activity
Support Supplemental Instruction for pre-collegiate courses	A,B	Summer, Fall 2013 Fall 2013 Spring 2014	BSI Coordinator (new position) Dean of Instruction	Provide SI for English B53 Develop location and infrastructure to grow SI program Provide SI for ACDV, ESL, English and Math basic skills courses	90,000.00
Support remediation/retest	C	Summer, 2013 Fall, 2013	BSI Coordinator, Dean of Instruction, Registrar	Develop policy Complete installation of computer lab for retesting Provide remediation/retesting option with student success lab support and assessment	15,500.00
Continue to support accelerated and condensed courses in basic skills, and Critical Academic Skills workshops	A,B		BSI Coordinator, Dean of Instruction, Chair of ACDV and English	Provide professional development opportunities in new pedagogy	133,046.00
Explore and develop a Habits of Mind program to impact the affective skills of students	A,B	Summer, 2013 Fall, 2013 Spring, 2013	BSI Coordinator Habits of Mind co-chair Dean of Instruction	Develop work team, look at research to determine Habits of mind most needed at BC, look at other HoM programs Develop HoM marketing and instructor support program including website, videos, banners Present HoM program, provide monthly trainings	65,00.00

		Fall, 2014		for each HoM Begin program again in Fall, 2014	
				TOTAL ALLOCATION:	303,546.00

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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date



**[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2013**

NOTES: 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 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, 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, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Bakersfield College

2013-2014 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
Bonnie C. Suderman	Dean of Instruction	bsuderma@bakersfieldcollege.edu
Nan Gomez-Heitzeberg	Executive Vice President of Academics	ngomez@bakersfieldcollege.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	133,046.00
Student Assessment	15,500.00
Advisement and Counseling Services	
Supplemental Instruction and Tutoring	90,000.00
Coordination & Research	
Professional Development	65,000.00
TOTAL:	303,546.00

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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date