2010-2011 Basic Skills Allocation End-of-Year Report
2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan
Submission Deadline: October 10, 2011
Las Positas College

[1a] 2008-09 Basic Skills Allocation End-of-Year Expenditure Report for FY 2010-11 and Signature Page Due October 10, 2011

Las Positas College

Basic Skills funds allocated in 2008-2009 expire as of June 30, 2011, and cannot be expended beyond that date. All unexpended funds as of July 1, 2011, revert back to the State Budget. Enter from the 2008-09 allocation the total expenditures from 7/1/2008 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds (refer to the final 2008-2009 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 2008-2009	Total Expenditures by Category from 7/1/08 through 6/30/11	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	48,000	12,972.61	35,027.39
B. Student Assessment	0	0	0
C. Advisement and Counseling Services	24,000	40,728.01	-16,728.01
D. Supplemental Instruction and Tutoring	10,844	27,376.70	-16,532.70
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination	33,000	34,637.51	-1637.51
G.2 Research	20,000	20,129.17	-129.17
G.3 Professional Development		0	
TOTAL:	135,844 (revision/reduction of 964 returned to State from original 136,808 based on revised allocation.)	135,844	0

Signature, Chief Executive Officer — Date: 10/5/11

Signature, Academic Senate President — Date: 10/6/11

Signature, Chief Business Officer — Date: 10-5-11

[1b] 2009-2010 Basic Skills Allocation End-of-Year Expenditure Report for FY 2010-11 and Signature Page Due October 10, 2011

Las Positas College

Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, will revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures and encumbered amounts from 7/1/2009 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 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 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development			29,600
B. Student Assessment			1,900
C. Advisement and Counseling Services			27,118.27
D. Supplemental Instruction and Tutoring		4,427.68	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		1,055.44	
G.1 Coordination		16,998.61	
G.2 Research			
G.3 Professional Development			8,900
TOTAL:	90,000	22,481.73	67,518.27

Signature, Chief Executive Officer — Date: 10/5/11

Signature, Academic Senate President — Date: 10/6/11

Signature, Chief Business Officer — Date: 10-5-11

[1c] 2010-2011 Basic Skills Allocation End-of-Year Expenditure Report for FY 2010-11 and Signature Page Due October 10, 2011

Las Positas 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, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 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 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development			30,000
B. Student Assessment			
C. Advisement and Counseling Services			30,000
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			17,000
G.2 Research			5,000
G.3 Professional Development			8,000
TOTAL:	**90,000**		**90,000**

Signature, Chief Executive Officer — Date: 10/5/11

Signature, Academic Senate President — Date: 10/6/11

Signature, Chief Business Officer — Date: 10-5-11

[2] 2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Narrative Response

Below, you have been provided with your college's basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3 (see the following page for detailed definitions of the metrics). Please respond to the questions below concerning how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the Basic Skills Professional Development Grant, in 2012. Each response is limited to 200 words.

Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.

Las Positas College

Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

	2007-2008	2008-2009	2009-2010
Mathematics	45.7	42.4	53.4
Writing	61.4	68.4	73.9
Reading	n/a	n/a	n/a
ESL	65.7	63.9	70.6
All Basic Skills	55.8	54.4	62.9

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

	2005/06 to 2007/08	2006/07 to 2008/09	2007/08 to 2009/10
Mathematics	53.7	51.4	50.6
Writing	70.2	74.8	75.8
Reading	n/a	n/a	n/a
ESL	47.2	48.7	46.5
All Basic Skills	57.9	58.4	58.7

[2] Completion and Improvement Rates Narrative Response

2a. Introduction

Las Positas College regularly reviews institutional level data. Course Success Rates and Persistence Rates, for example, are reviewed and analyzed by discipline faculty as part of the Instructional Program Review process.

ARCC data, including ARCC improvement rates and comparisons to peer groups, is not widely analyzed by faculty and staff at Las Positas College. In response to this BSI Report, the ARCC Basic Skills data is being further reviewed by the Director of Institutional Research, the Basic Skills Committee, and the faculty within the basic skill's departments. Several items have emerged from the recent discussions around the ARCC numbers.

First, Las Positas College is proud of the significant gains in the Successful Course Completion Rates that have occurred from 2007-2010 in all three of our basic skills areas. For Math, going from 45.7% successful course completion rate in 2007 to 53.4% in 2010 is substantial progress. For English, progressing from 61. 4% to 73.9% is remarkable. For ESL, progressing from 55.8% to 62.9% is considerable. The hard work of faculty and staff across the institution is making a difference for our students. We are proud of the progress, and yet we recognize that there is still much work to be done.

Second, the Improvement Rates for ESL and Credit Basic Skills Courses included in this report may not be accurately capturing the improvement of our students. In further analysis of ARCC data, we have found that some of our courses may be coded incorrectly in the system database. Despite the CB21 and CB08 recoding efforts over the past few years, some of our course codes still appear to be incorrect, particularly in terms of our sequences of classes. The Director of Institutional Research has been meeting with department coordinators to rectify any discrepancies.

Third, we acknowledge that many events, activities and innovations occur on campus over the course of one or more years, making it difficult to identify specific activities that may (or may not) contribute to completion and improvement trends. For example, cut-scores for math and English placement were modified between 2007 and 2010. The math curriculum has been realigned. The English sequence has become more "accelerated." The ESL curriculum was modified. The Assessment Center website was redesigned so the assessment process, test questions and study guides would be more transparent to students. And numerous small-scale innovations have taken place in classrooms and programs across campus.

Despite the items identified here, we will attempt to address the information requested in this report.

2b. Top Five Basic Skills Allocation Activities for 2010-2011

The following activities represent the top five basic skills allocation funded activities during the past year, and their respective Effective Practices.

1. Embedded Counseling

   A.5 = A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

   B.3 = Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

   B.4 = Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

   Embedded counseling at Las Positas College is a proactive approach to integrating student support services and academic services. Rather than waiting for students to visit student services, student services and counselors are scheduled into academic class time. From Fall 2010 through Spring 2011, counselors visited 35 different sections of basic skills English three separate times. The first visit focused

on campus resources and student support services available to students. The second visit focused on time management, study skills, and college expectations. The third visit culminated in Student Educational Planning. Embedded counseling for 2010-2011, reached 1050 students. Which means that this embedded counseling provided for 3150 counselor-student contacts (1050 students x 3 visits = 3150).

Embedded counseling continues in many of the basic skills English classes. Discussions are underway to expand this service to basic skills math classes. One challenge to providing embedded counseling is the limited number of counseling faculty available. With the drastic cuts in funding and the decreased number of counseling faculty on staff, it has been challenging to schedule counselors for embedded counseling. We have had to bring back adjunct counselors to assist.

2. Tutorial and Supplemental Instruction

A.5 = A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
D.2 = Curricula and practices that have proven to be effective within specific disciplines are employed.
D.10 = Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

To be discussed in section 3a.

3. Basic Skills / General Education Learning Community

A.6 = Faculty that are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
D.2 = Curricula and practices that have proven to be effective within specific disciplines are employed.
D.3 = The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as their cognitive growth.
D.8 = Developmental faculty routinely share instructional strategies.

To be discussed in section 3b.

4. Practitioner Projects

C.2 = The faculty play a primary role in needs assessments, planning, and implementation of staff development programs and activities in support of basic skills programs.
C.4 = Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
**Effective practices vary depending on specific project proposals.

The Basic Skills Committee supports practitioner-based projects that have the potential to produce positive outcomes for basic skills students. Practitioner-based projects support innovation in process and instruction. The Basic Skills Committee welcomes Faculty and Staff to submit Project Proposal Applications that specifically align with Basic Skills Goals and have the potential to produce positive outcomes for our basic skills students. Funding is limited to a maximum of $3000 per project. Five projects were funded for 2010-2011. Two of the projects have been completed; the other three are still in progress. The two completed projects include:

- *ESL in the ILC* - ESL faculty participated in a workshop designed to build on the success of the Integrated Learning Center. New standards for assignments and new protocols were established.

This workshop also led to the creation of a department Blackboard site, on which instructors post their ILC assignments (to promote collaboration).

- *Creating Collaborative and Holistic Writing Center Practices* – The Writing Center at Las Positas College provides writing resources and services for students in ALL disciplines, including basic skills, and one-on-one help with writing assignments. This project supported discussions, professional learning, and the development of writing center training materials. All the writing center staff attended a professional learning session which addressed best practices for helping students with writing, writing across the curriculum, specific strategies for working with ESL students, and the development of writing center tutor training materials. Outcomes from this session included: a new tutorial services tutor training and orientation; better, stronger instructional boundaries; and the implementation of a writing center repository that could be expanded to capture outcomes from writing center visits.

5. Professional Development

C.1 = Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
C.2 = faculty play a primary role in needs assessment, planning an implementation of staff development programs and activities in support of basic skills programs.
C.3 = Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
C.4 = Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
C.5 = Faculty development is clearly linked to intrinsic and extrinsic faculty reward structures.

The Basic Skills Committee supported several different types of professional learning during the 2010-2011 year:

- 6 Faculty attended Basic Skills specific conferences and brought back information to share with colleagues.
- 4 Basic Skills Teaching Roundtables were held. These sessions were co-sponsored by the Staff Development and Basic Skills Committees. Flex credit was awarded. The Sessions were facilitated by resident experts. The sessions included:
    - *Supplemental Instruction: A student assistance program in which "supertutors" lead group learning sessions for students in traditionally difficult courses.*
    - *Embedded Counseling: Proactively inserting counseling services into academic classrooms.*
    - *The Inquiry Cycle: Faculty Inquiry Groups and the work of the LPC Faculty Inquiry Network team.*
    - *English/Health Learning Community: A model for inter-disciplinary integration of curriculum between basic skills and GE-transferable coursework.*

[3] Data Analysis for Selected Activities

Summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. **Tutoring**
2. **Learning Communities**
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

3a. Tutoring and Supplemental Instruction

Basic Skills funded much of the Tutorial Program for 2010-2011. The Tutorial Program was staffed by 14 tutors and numerous volunteers. The Tutorial Center provided 6,174.5 tutoring hours to students. The Tutorial Program is working with the Institutional Researcher and IT to create a more robust tracking and reporting system to assess the impacts of tutorial services on student outcomes.

The Basic Skills Committee worked with the Tutorial Program and math department to pilot a Supplemental Instruction program during the 2010-2011 school year. Supplemental Instruction's three-fold purpose is to reduce rates of attrition within targeted historically difficult classes, improve student grades in those courses, and increase the graduation rates of students. Supplemental Instruction (SI) is a student academic assistance program that increases the academic performance and retention through its use of collaborative learning strategies. Based on historically low student success rates, Math 65 (Elementary Algebra) was identified as the target course for the pilot SI. Two sections of Math 65 in Fall 2010 and two sections of Math 65 in Spring 2011 received the SI intervention. Two SI leaders (student "supertutors") were hired, trained, and placed into math classes for two semesters. Four math faculty were involved in the program. The first semester, we were disappointed that only 92 SI hours were logged between both classes; but, we were assured by our mentor at Mt. San Jacinto College that this was normal. The second semester, 314 hours were logged from the SI students.

LPC's SI pilot program strengths: 1) Much of what was learned from Supplemental Instruction has been applied to our traditional tutorial program. Tutor training is more robust, and focuses more on active learning activities and group learning processes. And, Tutorial Program has moved from traditional one-on-one to more group tutoring. 2) The SI leaders knew exactly what the instructor was teaching and how material was presented because they were in the class; this was a huge advantage when working with students. 3) More students can be served with an SI model than in the traditional tutoring model. 4) National data about SI look are good; SI has great potential.

Challenges we faced in implementing SI: 1) It takes time to develop an SI "culture." During the short duration (1 year) of the SI pilot, an SI culture was not developed. 2) Student participation in SI was lower than we hoped. LPC students have many other obligations, including work, family and other coursework. 2) SI is voluntary and therefore students choose not to attend an additional hour of SI support, , especially when they were already required to attend 1 hour per week in the Integrated Learning Center. 3) SI was not identified and published as available in the course schedule. Although efforts were made to meet students scheduling needs, students may

not have been available to attend the SI sessions during their scheduled time. 4) The coordinator needed more in-depth training from UMKC.

Conclusions: At this time of budget concerns, we felt that paying an SI leader to sit in class for 5 hours per week (times the number of sections offering SI) would not be as helpful to students as providing tutoring with those hours. The math department and the tutorial coordinator agreed to suspend Supplemental Instruction until more secure funding can be obtained for the Tutorial Program. If additional funding becomes available, we would like to continue SI.

3b. Learning Communities

The Case for Learning Communities

Community Colleges have responded to the alarming completion rates by developing a number of programs and services. Learning communities – a curricular model that links two or more courses together for a cohort of students – is one popular intervention being tried to help students (Visher, Wathington, Richburg-Hayes, Schneider, 2008). For the most part, community college students take courses that are detached and isolated from each other. In learning communities with linked courses, however, a cohort of students enrolls in the same two or more courses, and the courses are designed to complement each other. The instructors of these courses work together to promote shared curriculum and support each other's learning goals. Linking courses together, therefore, has potential benefits for students, faculty, and institutional culture.

The literature suggests that learning communities positively support student outcomes including improved student success, retention and persistence (CSS, 2007). Tinto (1997) further claims that students who are part of a learning community appreciate the social connections they make with other students, and feel supported in their learning. The theory of change for learning communities in community colleges builds on the well-documented finding that the relationships that students form with faculty and other students enable and encourage students to persist and succeed in their educational pursuits (Tinto, 1993, 1997). Collaborative learning and other experiences offered by learning communities enhance a sense of belonging, which, in turn, leads to an increase in student effort; it is this effort and engagement in learning processes that drives student knowledge acquisition and the development of academically relevant skills (Tinto, 1993, 1997). In addition to improving knowledge acquisition, learning communities are theorized to facilitate cross-curricular connections, thereby deepening learning and promoting higher-order thinking skills (Fogarty and Dunlap, 2003). Curricular integration, initiated by linking courses, allows students to more easily make connections across disciplines and topics and with their own personal experience (Tinto, 1997). Figure 1 illustrates these relationships as a logic model. This logic model informs the evaluation efforts of learning communities at Las Positas College.

Las Positas College currently supports several different learning community models:

I. The College Foundation Semester (CFS)
   CFS is based on Diego Navarro's ACE (formally Digital Bridge) model. Students in the CFS take five classes together as a cohort. Students begin the semester with the College Foundation course that focuses on learning styles, communication and strategies for success in college. The students then become part of a learning community where they take four more classes together: English, Math, Computer Information Systems and Psych-Counseling. CFS also offers students academic support and strategies for school success, including: access to counselors, assistance with registration, access to financial aid, and information to facilitate the students' understanding of how the college works.
II. Early Childhood Development / English as a Second Language (ECD/ESL LC)
   Las Positas College offers a learning community specifically for Early Childhood Development students who are primarily Spanish-speaking. The ECD/ESL learning community pairs four courses in ECD, with

ESL coursework based on individual students' ESL assessment results. The ECD/ESL LC also integrates academic and student support services.

III. Basic Skills / General Education learning community (BS/GE LC)
A third learning community model pairs a basic skills English course with a transfer-level general education course.

*For the purpose of this BSI report, the BS/GE LC will be used to illustrate the programmatic approach and evaluation design that Las Positas College uses to analyzes learning communities.

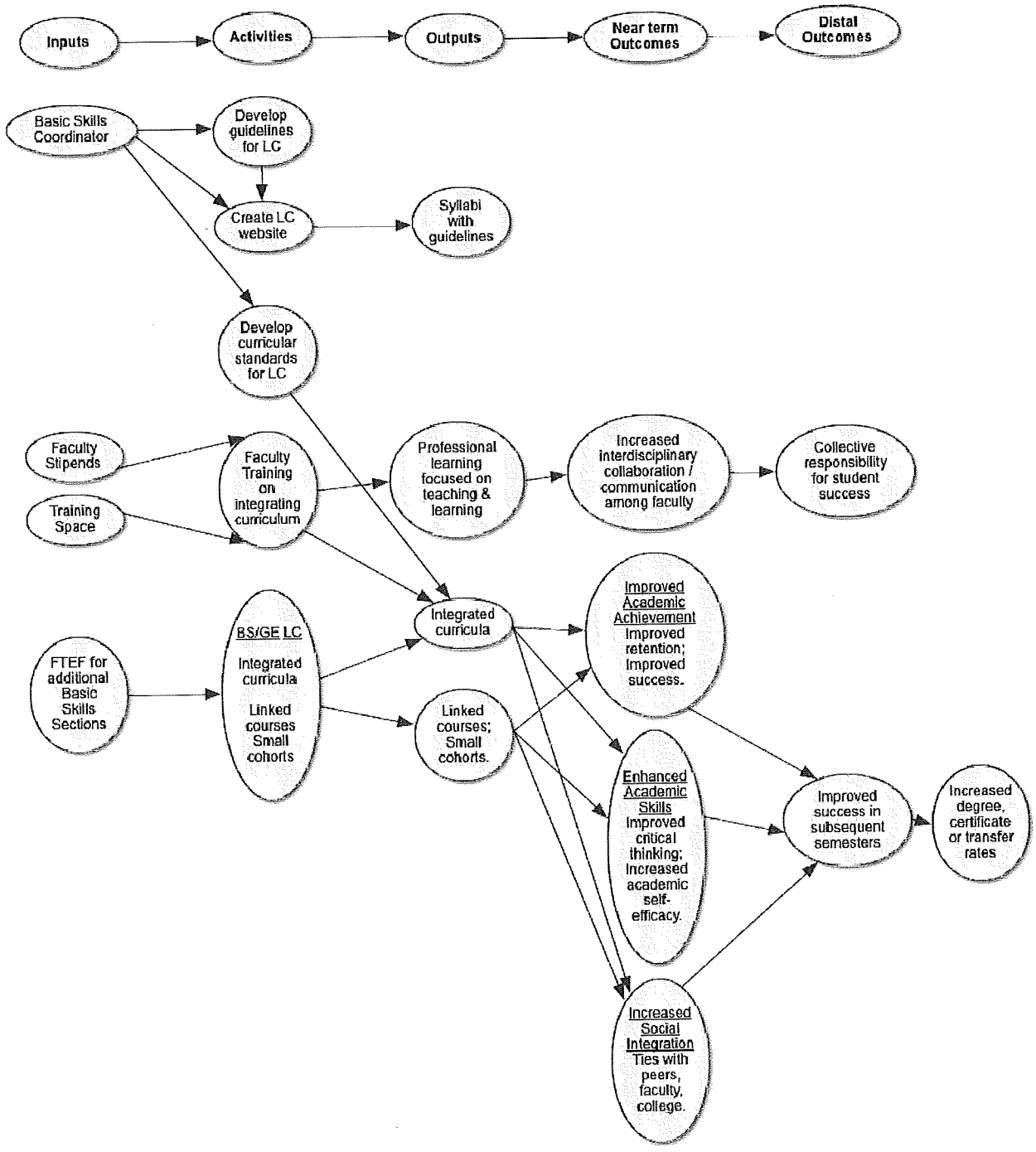

Figure 1. Logic Model for Learning Communities in Community Colleges

The Basic Skills / General Education Learning Community at Las Positas College

The Basic Skills Committee at Las Positas College is a campus-wide planning body responsible for identifying and coordinating effective practices for meeting basic skills students' educational needs. Based on a review of the literature and the effective practices identified in Basic Skills as a Foundation for Student Success in California Community Colleges (CSS, 2007), the Basic Skills Committee identified the expansion of learning communities as one of its goals.

During 2009-2010, the Las Positas College Basic Skills Committee held a series of workshops open to the campus community to select a learning community (LC) model. A multidisciplinary approach, which pairs a basic skills course with a transfer-level general education course, was selected. The first LC paired a basic skills English course (English 102) and a transfer level GE course (Health 1). The first Basic Skills / General Education Learning Community (BS/GE LC) was piloted at Las Positas College in Fall 2010, with two separate sections of English 102, and one section of Health 1 (Figure 2).

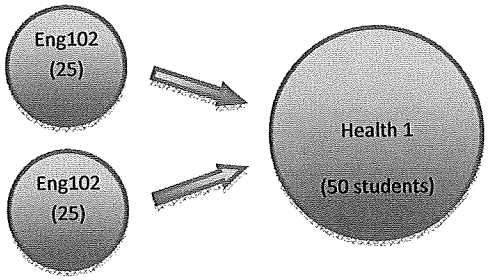

Figure 2. BS/GE LC Fall 2010 Pilot

Evaluation Method for BS/GE LC Fall 2010 Pilot

Various outcome measures have been cited in the literature as evidence of the effectiveness of basic skills programs. Quantitative measures typically include course success, course retention, program persistence, progression through sequential levels of developmental courses, progression to college-level courses, and course GPA (CSS, 2007). Qualitative measurements include student perceptions and satisfaction with various elements of the program (CSS, 2007; Tinto, 2000). According to the Academic Senate for California Community Colleges, the ultimate measure of success in basic skills is truly reflected only in the student's ability to successfully complete college-level work (Academic Senate for California Community Colleges, 2004). These same measures are appropriate to evaluate the effectiveness of learning communities.

Evaluating the effectiveness of "learning communities" is particularly challenging for several reasons. First, there are very different approaches/models of learning communities. Some learning communities pair two classes together with little to no integration of curriculum and learning goals; while other learning communities may pair multiple courses with all instructors in the same room all the time. Second, the target population for individual learning communities varies dramatically. Some learning communities, such as the Freshman Experience Program at Santa Anna College, simply targets new students, while others, such as Puente or Tinto's ACE (formally Digital Bridge) target "high risk" student populations. Third, learning communities are often designed as "wrap around" programs, in which a multitude of interventions, including instructional changes, counseling, advising, and cohort creation, all are applied at the same time. Thus, teasing out the specific interventions that had the greatest impact is nearly impossible. Evaluating learning communities, therefore, considers whether the package of the learning community leads to different student outcomes compared with unlinked, standard courses.

So, to evaluate the effectiveness of a learning community, it is essential to introduce a *counterfactual* — that is, some means of determining what would have happened if the program did not exist (Brock, 2010). The

evaluator's job is to find an appropriate comparison group to estimate the "value added" of the program. To measure the "value added" impact of the BS/GE LC a comparison group will be created. Post-learning community observations of the experimental group (E) will be compared to a non-equivalent, but similar, comparison group (C):

X O_{E1}
O_{C1}

The comparison group that was created is comprised of a group of students who concurrently enrolled in English 102 (or English 104) and Health 1 during the Fall 2008, Fall 2009, and Fall 2010 semesters. We were hoping to limit the comparison group to students who enrolled in the respective courses with the SAME instructors as the LC, but even after going back three years, the number of students (N) was too small to proceed.

An analysis of the BS/GE LC Fall 2010 Pilot seeks to answer the following research question.
Research Question:

1. What impact, if any, does the BS/GE LC have on student academic achievement, as measured by retention, success, and persistence?

Evaluation Results for BS/GE LC Fall 2010 Pilot

For the purpose of the BS/GE LC Fall 2010 Pilot, a limited evaluation was performed. Success rates and persistence rates for the experimental group and a comparison group were analyzed. Data for the pilot indicates that there is no substantial difference between the success rates of BS/GE LC students and the comparison group (Table 1).

Table 1: Success Rates for BS/GE LC Fall 2010 and Non-LC Comparison Group

Success Rates

Las Positas College
BS/GE LC Students
Success Rates of Students Concurrently Enrolled in English 102 and Health 1
Fall2010

	ENG 102		HLTH 1		Total	
	Num	pct	Num	pct	Num	pct
Success	38	78%	36	73%	74	76%
Non-success	5	10%	8	16%	13	13%
Withdrawal	6	12%	5	10%	11	11%
Total	49	100%	49	100%	98	100%

Notes: Success is a grade of 'A', 'B', 'C', 'CR', or 'P'. Non-success is a grade of 'D', 'F', 'NC', 'NP', or 'I'. Withdrawal is a "W"

Las Positas College
Non-LC Students
Success Rates of Students Concurrently Enrolled in English 102/104 and Health 1
Aggregated Data for Fall 2008, Fall 2009, and Fall 2010

	ENG 102/104		HLTH 1		Total	
	Num	pct	Num	pct	Num	pct
Success	116	80%	111	77%	227	78%

Non-success	14	10%	20	14%	34	12%
Withdrawal	15	10%	14	10%	29	10%
Total	145	100%	145	100%	290	100%

Notes: Success is a grade of 'A', 'B', 'C', 'CR', or 'P'. Non-success is a grade of 'D', 'F', 'NC', 'NP', or 'I'. Withdrawal is a grade of 'W''. Success rates from distance education sections were excluded.

Data for the pilot indicates a substantial difference in the persistence rates for BS/GE LC students compared to the comparison group (Table 2). 94% of the BS/GE LC persisted to the following Spring semester, compared to 88% in the comparison group.

Table 2: Persistence Rates for BS/GE LC Fall 2010 and Non-LC Comparison Group

Persistence Rates

Las Positas College
Learning Community Students vs. Non-Learning Community Students
Fall to Spring Persistence Rates

	Persisted to the Following Spring		Did Not Persist to the Following Spring		Total	
	Num	Pct	Num	Pct	Num	Pct
Fall 10 Learning Community	46	94%	3	6%	49	100%
Falls 08, 09, 10 Students in Non-Learning Communities	128	88%	17	12%	145	100%

Notes. In order to be included in this data, students had to be concurrently enrolled in English 102/104 and Health 1.

This quasi-experimental evaluation, demonstrates that the BS/GE LC may support students to persist to the following semester at higher rates, compared to students taking stand-alone courses.

Limitations to the BS/GE LC Fall 2010 Pilot Evaluation

1. Since the BS/GE LC was being piloted and only a small number of students (max of 50) could be accommodated, the number of students participating in the BS/GE LC Fall 2010 Pilot was small (N=49). The BS/GE LCs offered in Fall 2011 will allow for a larger N.
2. Students self-selecting into the BS/GE LC could be a confounding variable, but this is highly unlikely. The BS/GE LC was not advertised, nor did it recruit students to participate. Furthermore, the reduced number of courses available to students due to the current workload reductions mandated by the California State budget crisis, most likely reduced "self-selection" into the LC. It is highly probable that the enrolled students did not seek out the LC, but rather ended up in the LC based upon class availability and scheduling limitations.
3. The comparison group may differ from the experimental group. While efforts were made to create a comparison group that closely resembled the experimental group, it is possible that the two groups differed.

Recommendations for the Future

Based on the analysis of the BS/GE LC Fall 2010 Pilot and informal feedback from students and faculty, the BS/GE LC model will be expanded for Fall 2011 (Figure 3). Expanding the LC model for Fall 2011 will allow for a more robust evaluation in the future.

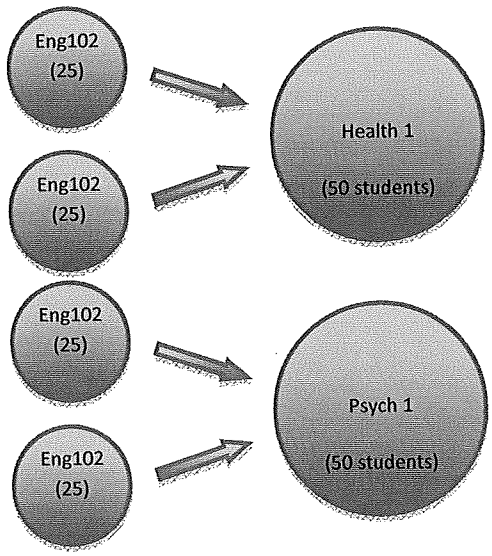

Figure 3: BS/GE LC Offerings Fall 2011

A more robust evaluation, one which captures the BS/GE LC's impacts on students, faculty, and the institution, is planned. The future evaluation will research the following questions.

Research Questions:

1. What impact, if any, does the BS/GE LC have on student academic achievement, as measured by retention, success, and persistence?
2. What impact, if any, does the LC have on student's perceptions of belonging, academic skills, and social support?
3. What impact, if any, does the LC have on building a shared responsibility for student success among faculty?

We anticipate three parts to the future evaluation:

1. Evaluation of Academic Achievement

Post-program observations of the experimental group will be compared to a non-equivalent, but similar, comparison group:

X O_{E1}

O_{C1}

2. Student Perceptions of Belonging, Academic Skills, and Social Supports

Post-program student perceptions will be gathered through a LC Student Survey. The survey responses will be used to compare responses of the experimental group to a non-equivalent, but similar, comparison group:

X O_{E1}

O_{C1}

3. Faculty Perceptions of Collaboration and Communication

Post-program faculty perceptions will be gathered through a LC Faculty Survey. The survey responses will be used to provide a qualitative perspective to the study.

Table 3 summarizes how these three parts will be operationalized.

Table 3. Summary of variables to be measured, and how will they be operationalized:

Variables	**Operationalized as...**	**Data Sources**
Academic Achievement		
Student success in BS course	Retention rate Success rate	IR Database
Student success in GE course	Retention rate Success rate	IR Database
Student persistence to following semester	Persistence rate	IR Database
Student Success in program semester	Credits earned GPA	IR Database
Student's success in subsequent semester English course	Success rate	IR Database
Student's success in subsequent semester GE courses	Success rate	IR Database
Student's critical thinking	SLO – linked to critical thinking Core Comp.	eLumen or Instructor
Student Perceptions of Belonging, Academic Skills, and Social Supports		
Student's sense of belonging	Student perceptions as measured by survey questions	LC Student Survey
Student's self efficacy in reading, writing ability	Student perceptions as measured by survey questions	LC Student Survey
Faculty Perceptions of Collaboration and Communication		
Faculty sense of collaboration	Faculty perceptions as measured by survey	LC Faculty survey

[4a] 2011-2012 ESL/Basic Skills Action Plan

Due on or before October 10, 2011

District: Chabot-Las Positas Community College District
College: Las Positas College

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
Expand Learning Communities for basic skills students.	A.6 D.2 D.3 D.8	June 30, 2012	VP Instruction	Increase in the number of Learning Communities for basic skills students from Fall 2010 to Fall 2011 to Fall 2012.	The Fall 2012 schedule reflects an increase in number of sections included in LCs.
Support practitioner-based innovations in instruction and process.	C.2 C.4 D*	June 30, 2012	Basic Skills Committee	Increase in the number of Practitioner Projects proposed, carried-out, and assessed.	5 or more practitioner-based projects will be funded in 2011-2012.
Offer long-term professional development opportunities, such as Reading Apprenticeship.	C.2 C.3 C.4	June 30, 2012	Basic Skills Chair, Staff Development Chair	Long-term professional development opportunities will be available on campus.	Reading Apprenticeship, or other long-term investment in professional learning, will be offered and at least some of the faculty participants will be from disciplines other than Math, English, ESL.
Expand embedded counseling to reach more basic skills students.	A.5 B.3	May 30, 2012	VP Student Services, Dean Student Services	The number of students served by embedded counseling will increase.	There will be a 25% increase in the number of sections receiving embedded counseling.
Increase the use of data in informing discussions and making decisions.	A.7 B.2	May 30, 2012	Director of Institutional Research	Number of research requests to IR increases.	There will be a 25% increase in the number of research requests completed by IR.

Signature, Chief Executive Officer — Date: 10/5/11

Signature, Academic Senate President — Date: 10/6/11

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

Long-term goals (5 years) for ESL/Basic Skills will be revisited during the 2011-2012 year.

[5] 2011-2012 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2011

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 the total planned expenditure by category through the expiration of the funds on July 1, 2014. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

District: **Chabot-Las Positas College Community College District**
College: **Las Positas College**

2011-2012 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
Lisa Everett	Chair, Basic Skills Committee	leverett@laspositascollege.edu
Marge Maloney	Interim VP, Academic Services	mmaloney@laspositascollege.edu
Carolyn Scott	Executive Assistant to VP of Academic Services	cscott@laspositascollege.edu
Sarah Thompson	President, Academic Senate	sthompson@laspositascollege.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	16,000
B. Student Assessment	
C. Advisement and Counseling Services	15,000
D. Supplemental Instruction and Tutoring	15,000
E. Articulation	
F. Instructional Materials and Equipment	
G.1 Coordination	14,000
G.2 Research	15,000
G.3 Professional Development	15,000
TOTAL	90,000

Signature, Chief Executive Officer — Date: 10/5/11

Signature, Academic Senate President — Date: 10/6/11