

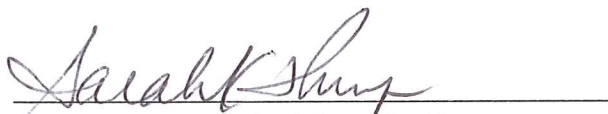
**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

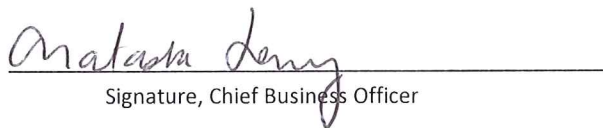
**College Name: Las Positas College**

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, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, 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 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	46,400	64,729.37	-18,329.37
B. Student Assessment	28,000	0	28,000
C. Advisement and Counseling Services	10,000	0	10,000
D. Supplemental Instruction and Tutoring	5,600	4,427.68	1,172.32
E. Course Articulation/Alignment of the Curriculum	0	0	0
F. Instructional Materials and Equipment	0	1,244.47	-1,244.47
G.1 Coordination	0	16,998.61	-16,998.61
G.2 Research	0	0	0
G.3 Professional Development	0	2,599.87	-2,599.87
<b>TOTAL:</b>	<b>90,000</b>	<b>90,000</b>	<b>0</b>

 \_\_\_\_\_ 10/10/12  
Signature, Chief Executive Officer Date

 \_\_\_\_\_ 10/10/12  
Signature, Academic Senate President Date

 \_\_\_\_\_ 10/10/12  
Signature, Chief Business Officer Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

**College Name: 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 6/30/2012, 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.

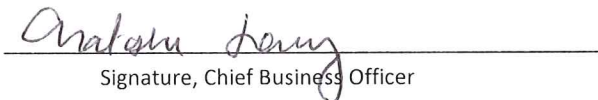
Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development		32931.03	
B. Student Assessment			
C. Advisement and Counseling Services		34963.37	
D. Supplemental Instruction and Tutoring			1829.88
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			14915.09
G.2 Research			
G.3 Professional Development		5360.63	
<b>TOTAL:</b>	<b>90,000</b>	<b>73,255.03</b>	<b>16,744.97</b>

  
Signature, Chief Executive Officer

10/10/12  
Date

  
Signature, Academic Senate President

10/10/12  
Date

  
Signature, Chief Business Officer


10/10/12  
Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

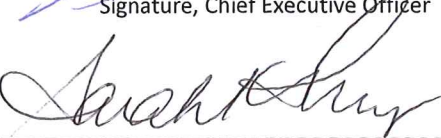
**College Name: Las Positas College**


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 encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 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 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development			23508.40
B. Student Assessment			872.55
C. Advisement and Counseling Services			15500.00
D. Supplemental Instruction and Tutoring			47351.27
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment			500.00
G.1 Coordination			
G.2 Research			
G.3 Professional Development			2267.78
<b>TOTAL:</b>	<b>90,000</b>		<b>90000.00</b>

  
\_\_\_\_\_  
Signature, Chief Executive Officer

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature, Academic Senate President

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature, Chief Business Officer

  
\_\_\_\_\_  
Date

Leadership changes at Las Positas College have made managing the BSI reporting (yearly action and expenditure plans) challenging. There have been 5 different VPs overseeing BSI from 2007-2012. Originally, BSI resided with the VP of Student Services. It was then transferred to the VP of Academic Services when the Faculty Senate created a standing Basic Skills Committee. The VP of Academic Services managed the action and expenditure plans for 2 years before leaving the institution. Two interim VPs of Academic Services oversaw BSI for the next 2 years; during this time, much of the managing and reporting work was transferred to the Chair of the Basic Skills Committee. A permanent VP of Academic Services was appointed 1 year ago. The action and expenditure plans are currently written by the Chair of the Basic Skills Committee. There is a steep learning curve associated with the BSI Allocation Budgeting and End-of-Year Reports, the Data sections of the Report, and the Action Plans. It has taken the Chair of the Basic Skills Committee 2 report cycles to make sense of past reports. Strategic use of BSI allocations would be easier with consistent leadership. The action and expenditure plans are designed and implemented by committee, but leading efforts and managing the budgets and reports requires consistent leadership. In addition, the reporting forms have changed almost every year, making it even more challenging.

When BSI was initiated, the institution did not have the research capacity to use data to drive the action and expenditure plans. The institution greatly expanded its research capacity 2 years ago, by hiring an Institutional Researcher who could run data. With so many data needs on campus, however, the IR Office has reached its capacity. The Basic Skills Cohort Tracking Tool has expanded the capacity to conduct research associated with basic skills. Additional college IR capacity is needed.

Large-scale, long-term interventions have been nearly impossible to implement. Most people are reluctant to try something new. When people agree to "pilot" something new, it is typically a few brave souls. Pilots are therefore small and of short duration (typically only a few courses, and 1 semester long). These small-scale, short-duration pilots do not produce measurable differences in outcomes. Without clear and substantially improved outcomes, the pilots are abandoned after their initial implementation and assessment. Larger, long-term strategic thinking remains a challenge.

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

#### **Introduction**

An analysis was conducted to investigate student progress through the LPC basic skills pipeline. The analysis was required as part of the 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan that gets submitted to the State Chancellor's Office.

#### **Methodology**

Data was obtained from the Basic Skills Cohort Tracking Tool on the Chancellor's Office website ([http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)). Three cohorts of LPC students (Fa07-Sp10, Fa08-Sp11, Fa09-Sp12) were followed for three years through basic skills courses into transferable coursework for English and math. Data for the three cohorts was then averaged to arrive at a mean successful completion rate of transferable English or Math.

Data was then analyzed for disproportionate impact by gender and race/ethnicity. Race/ethnicity data is reported for historically marginalized groups (African Americans and Hispanics). Disproportionate impact is noted when a group is less than 80% as likely to reach successful completion compared to the dominate group.

## Findings

### ENGLISH

<i>Initial English Course</i>	<i>Successful Completion of ENG 1A in 3 years</i>
Transfer level English ENG 1A	81% <sup>i</sup>
<b>1 level below ENG 1A</b> (104, 102, 100B, 1502)	67%
Female	70%
Male	65%
African American (n=39)	52% *
Hispanic (n=197)	66%
White (n=600)	67%
<b>2 levels below ENG 1A</b> (100A)	50%
Female	56%
Male	45% *
African American (n=26)	34% *
Hispanic (n=108)	53%
White (n=270)	51%
	<p>*possible disproportionate impact; n&lt;60.  **disproportionate impact.  <sup>i</sup> course success rate obtained from LPC IR using a different methodology.</p>

### MATH

<i>Initial Math Course</i>	<i>Successful Completion of Transferable Math in 3 years</i>
Transfer-level Math Math 20 (left in b/c # of students is small), 33, 38, 42A, 42B, 44	78% <sup>i</sup>
<b>1 level below</b> Math 55 – Intermediate Algebra	41%
Female	43%
Male	40%
African American (n=33)	14% *
Hispanic (n=163)	42%
White (n=534)	42%
<b>2 levels below</b> Math 65 – Elementary Algebra	19%
Female	23%
Male	17% **
African American (n=54)	14% *
Hispanic (n=184)	18%
White (n=569)	21%
<b>3 levels below</b> Math 106 – Basic Math Math 107 – Pre-Algebra	7%
Female	7%

Male	6%
African American (n=21)	0% *
Hispanic (n=70)	5% **
White (n=161)	7%
	*possible disproportionate impact; n<60. **disproportionate impact. i course success rate obtained from LPC IR using a different methodology.

## Conclusions

The lower down a student starts in the basic skills sequence, the lower their rates of completing a transferable course in the discipline.

For English, the lower a student starts in the English sequence, the lower their rates of completing the college level gatekeeper course – English 1A. Students must complete English 1A for an Associate Degree and/or to reach other courses required for transfer. Successful completion of English 1A is significantly higher for all groups when students start 1 level below compared to 2 levels below:

- 67% of students who start at 1 level below transfer-level English successfully complete English 1A in three years, compared to 50% of students who start 2 levels below.
- Disproportionate impact experienced by males and African Americans when they start 2 levels below English 1A is reduced when these groups start 1 level below .

The Las Positas College English Department is well aware of the comparatively better outcomes for students starting closer to transfer-level English. For this reason, LPC adopted an accelerated English curriculum several years ago. English at LPC only goes 2 levels below English 1A. In Fall 2011, 35% of LPC students started in English 1A; 52% of LPC students started 1 level below; and only 5% of LPC students started 2 levels below. Improving successful completion rates in all English courses remains a priority.

For Math, the lower a student starts in the Math sequence, the lower their rates of completing a college-level or transfer-level math course. Students must complete or demonstrate proficiency in Math 55 – Intermediate Algebra to earn an Associate’s degree. Data indicates:

- Only 17% of students who start 3 levels below transfer-level (Math 106 or Math 107) successfully complete Math 55 in three years. That means that only 17% of students who attempt basic math have met the math requirement for an Associate’s degree within three years.
- Only 7% of students who start 3 levels below transfer-level math reach and complete transfer-level math in three years.
- For students who start 2 levels below transfer-level, 34% of them successfully complete Math 55; and 19% of them successfully complete transferrable math.

In Fall 2011, 25% of LPC students started in transfer-level math; 28% of LPC students started 1 level below; 29% started 2 levels below; and 15% started 3 levels below. Almost half (45%) of LPC students are starting at least 2 levels below transferable math. Getting these students to reach college-level math (Math 55) and transferable-level math must be a college priority.

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

Due October 10, 2012

College Name: Las Positas College

Goal ID	Long-Term Goal
A	Get students off to a strong start with effective orientation, accurate assessment, SEPs, and early placement into basic skills courses.
B	Improve first year student completion and persistence.
C	Improve student progression through basic skills to college-level coursework.

*Jessie White*  
Signature, Chief Executive Officer

*10/10/12*  
Date

*Sarah King*  
Signature, Academic Senate President

*10/10/12*  
Date

[4b] 2012-2013 ESL/Basic Skills Action Plan

Due October 10, 2012

College Name: Las Positas College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Develop clear district-wide repeater policy, and communicate policy to students.	B	Fall 2013	Basic Skills Committee/Senate	Policy will be developed.
Create drop/repeater interventions that reach student at enrollment/drop/repeater points.	B	Fall 2013	VP Student Services VP Academic Services	Policy will be printed in college documents including catalog, website, and syllabi of historically high repeater courses. Interventions are created and implemented. Students' perceptions of seriousness of enrollment attempt increase. Number of attempts to successfully complete a course decreases. Repeater students access support resources at higher rates compared to previous attempts.
Pilot alternative assessment/placement strategies for English	A C	Fall 2013 Spring 2014	English Department Assessment Center	Alternative assessment is implemented. Alternative assessment is evaluated. Students successfully complete college-level English earlier.
Support practitioner-based projects that have the potential to produce large-scale, sustainable innovations in instruction and student support services.	A, B or C	Spring 2016	Basic Skills Committee Others TBD depending on projects	2 large-scale projects are sustained beyond BSI grant funding.

*Joyce Robinson-Kewin*  
Signature, Chief Executive Officer

10/10/12  
Date

*Arachet Seng*  
Signature, Academic Senate President

10/10/12  
Date



**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan  
Due October 10, 2012**

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 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 and the Academic Senate President.

**College Name: Las Positas College**

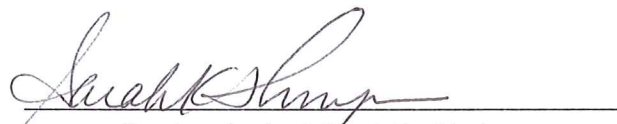
**2012-2013 Basic Skills Contact Information** (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Janice Noble	VP Academic Services	jnoble@laspositascollege.edu
Sarah Thompson	President, Academic Senate	sthompson@laspositascollege.edu
Lisa Everett	Basic Skills Coordinator/Chair	leverett@laspositascollege.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	20,000
B. Student Assessment	10,000
C. Advisement and Counseling Services	20,000
D. Supplemental Instruction and Tutoring	20,000
E. Articulation	
F. Instructional Materials and Equipment	
G.1 Coordination	
G.2 Research	20,000
G.3 Professional Development	
<b>TOTAL</b>	<b>90000</b>

  
Signature, Chief Executive Officer

  
Date

  
Signature, Academic Senate President

  
Date