

## **BSI Report 5 Narrative Questions**

### **1. How is your college progressing about institutionalizing your basic skills funded programs and projects?**

In addition to those reported in previous BSI reports, this year's successes are in support for ESL students and math students. The BSI committee allocated funding for an adjunct counselor dedicated to supporting ESL students during the spring semester. This allocation resulted, in part, from a need identified last year for dedicated counseling for this population of students which resulted in the establishment of a full-time counselor position with an emphasis on supporting ESL students to begin in the 2015-16 academic year. In order to provide continuous support for this growing population during the recruitment of the full-time counselor, the BSI committee allocated resources for an adjunct ESL counselor to serve the entire spring term. Due to another counselor's resignation late last spring, however, the new counseling position is not as focused on ESL support as originally intended by the BSI committee.

Due to the BSI-funded assessment and staff training in the English and Study Skills Center (ESSC) focused on improving support for ESL students, there is now a series of workshops on "Writing and Editing for English Language Learners" scheduled in the ESSC this fall. Fourteen workshops taught by an ESL instructor can be taken for credit or non-credit throughout the fall term.

MPC's Math Learning Center (MLC) previously gained two part-time Instructional Specialist positions which resulted from BSI support of a variety of pilot projects. Both positions have been funded thus far during the fall and spring terms only. Due to the BSI funding support of summer pilot projects with Supplemental Instruction tutors, the need for instructional support for basic skills math students and the success of the support has been documented. Beginning in summer 2015, one of the Instructional Specialist positions has been extended to include the seven weeks of the summer math courses. In addition, we piloted online tutoring for basic skills math students this summer in hopes of implementing that on a more regular basis beginning in Fall 2015.

The MPC Digital Services Librarian (a BSI committee member) worked throughout last year to change the digital face of the library to better serve basic skills students. The library's website has been simplified and made accessible to our students who may only have home internet access via a mobile device. Also, care has been taken to fill out the digital collection and make electronic resources more accessible to provide better support to Marina Education Center (MPC's satellite campus) students.

### **2. What are the obstacles to doing so?**

Funding and competing priorities. MPC is still operating in a deficit with our general fund due, in part, to declining enrollments in many areas of the college. We are slowly reallocating resources to areas of growth such as math, however institutionalizing adequate support for students requires

adding or expanding instructional support positions which is difficult to do when the college overall is expending more resources than the revenue we are receiving. We need to continue to show successes in retention due to our instructional support efforts, since retention contributes to enrollment growth and, thus, increased revenue.

Another challenge at times is communication between the various categorical programs and funding initiatives at the college. There may be many more opportunities to leverage a combination of funding and other resources such as we did this summer with our summer bridge math pilot program, however various funding streams may be allocated and managed in different parts of the college which creates a challenge to communication. Documenting the outcomes of our pilot projects can also be challenging and not necessarily communicated across the college to discuss possible ways to support institutionalization outside of the area of the college where the pilot originated.

Sometimes our priorities change which can prove challenging to institutionalization as well. Case in point, as mentioned in #1 above, the intention of the BSI committee was to institutionalize a full-time counseling position with an emphasis on supporting ESL students. That intention has yet to be fully realized due to changes in counseling staffing which now require more general counseling.

### **3. How are you expanding and growing successful projects and programs?**

The full-time counselor position with an emphasis on supporting our ESL students (mentioned above) is a huge success that resulted, in part, from the identified need for supporting this population and a variety of BSI-funded projects. Our Math Learning Center (MLC) Coordinator has piloted several projects this year (her first year at MPC) for supporting basic skills math students in innovative ways. Several of the MLC pilot projects have inspired others on the BSI committee to develop similar pilots in other areas such as ESL. The need for expanding our support for math students and our strong EOPS program has forged an upcoming pilot Summer Bridge project for incoming students who meet EOPS requirements and assess at the pre-Algebra level.

We are discussing the need for professional development on several levels as well. The MLC developed and provided training for their tutors with a specific emphasis on effective ways to support basic skills students. We are now concluding a two-year project in the English and Study Skills Center where staff underwent a needs assessment followed by in-depth training on how to effectively support the ESL students who seek services there since the college no longer provides a separate center to support ESL students. Our BSI colleagues at Gavilan College have engaged us in a discussion about developing a regional professional development hub focused on supporting basic skills instruction and services. We plan to continue the discussion with them in the hopes of leveraging each of our strengths to support broader professional development that reaches more faculty, counselors, and support staff in all areas serving basic skills students.

#### **4. How are you integrating your basic skills funds into the goals of the college's SSSP plans?**

Better support for our English as a Second Language (ENSL) students is included in the college's SSSP plan. The needs of the ENSL student population at MPC were highlighted in part by BSI-funded projects. BSI funding was allocated to support ESL students in two ways in 2014-15: a pictorial guide to our online registration system (WebReg) was developed to assist this population of students in navigating through the registration process; and a part-time counseling position was funded for the Spring 2015 term to focus on serving ENSL students' counseling needs. The college established a full-time counselor position with the intention of serving ENSL students being the focus of that counselor. Unfortunately, due to a subsequent resignation in the Counseling department, the newly-established counselor position is currently serving more as a general counselor rather than focusing primarily on the ESL student population.

Tutoring is one of the follow up services included in the college's SSSP plan. BSI funding has been allocated this year to several pilot projects in our Math Learning Center (MLC): tutor training workshops and reference materials for student tutors working with basic skills students were developed and provided; basic skills math students in pre-algebra and beginning algebra were offered special, separate small-group tutoring in a quiet environment outside of the large, open MLC; an embedded Supplemental Instruction tutor provided in-class and out-of-class tutoring for beginning and intermediate algebra students enrolled in intensive 8-weeks classes during the spring term; and in Summer 2015 online individualized tutoring for students enrolled in online basic skills math courses was piloted. The online tutoring services were offered outside of the hours the MLC was open for face-to-face tutoring, thereby extending the service hours of the MLC for basic skills students enrolled in 7-weeks summer classes.

#### **5. How are you integrating your basic skills funds into the goals of the college's Student Equity plans?**

Reaching out to our unserved and under-enrolled English as a Second Language (ESL) population in the college's service area is one of the goals in MPC's Student Equity plan. Basic skills funds have supported the development of a new model for assisting this population to take all of the necessary steps from applying for admission, to assessment, to enrolling in classes. Basic Skills funds supported a part-time ESL counseling position in Spring 2015 which, as mentioned previously, had resulted in the establishment of a full-time position intended to have an emphasis on serving the ESL student population. The intention was that the new counselor would serve as the primary counseling contact for our ESL students and for our ESL faculty. Last year, our ESL faculty reported having so much more information about our students' needs as a result of this counselor with an emphasis on ESL; the information not only informed faculty and student services staff about students' immediate needs for services but also about class scheduling for future terms. The BSI committee would hope to see the original intention of this counseling position come to fruition in 2015-16.

Another effort we funded in 2014-15 with BSI funding was the development of a Pictorial Guide to WebReg (MPC's online registration system). The guide is designed to help students as well as staff who are mono-lingual in English to be better able to help students through the online registration steps. Once enrolled, ESL student success is also key to MPC's Student Equity and BSI plans. In 2014-15, BSI funding supported a needs assessment and staff training in the English and Study Skills Center (ESSC) to provide support to staff who work with ESL students day-in and day-out on writing assignments for their classes. ESL student success stories are also featured on a video created last year to provide inspirational role models for incoming ESL students.

A summer bridge program was piloted in summer 2015 specifically targeted at incoming freshmen right out of high school who had assessed into our two lowest levels of math. This 2-week pilot program was jointly funded by Student Equity funds, EOPS, and BSI. The goal was to provide not only an intensive math refresher to strengthen students' math skills immediately prior to their first semester at MPC, but also to engage them in the college by way of orientation activities.

Finally, MPC's new Director of SSSP/Student Equity position will be a voting member on our BSI committee beginning in 2015-16. In this way, the BSI committee will have direct input regarding SSSP and Student Equity activities in progress and in development, thereby providing further opportunities for integrating the goals of these efforts.

### **Long-Term (5 Year) Goals 2015-16 through 2019-20 for your college's Basic Skills Program**

**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):**

The goal for Math is to increase the percentage of students who begin at two levels below transfer and successfully complete the class one level below transfer level within 3 years by 1% annually for Math in 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 over 2009-2012 percentages.

The goal for English as a Second Language (ESL) is to increase the percentage of students progressing to transfer level (ENGL 1A) by 1% annually in 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 over 2009-2012 percentages.

**Enter 5-year long term goals 2015-16 through 2019-20 and add any new goals:**

**Math:** The goal for Math is to increase the percentage of students who begin at two levels below transfer and successfully complete the class one level below transfer level within 3 years by 1% annually for Math in 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020 over 2012-2015 percentages.

**ENSL:** The goal for English as a Second Language (ESL) is to increase the percentage of students progressing to transfer level (ENGL 1A) by 1% annually in 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020 over 2012-2013 percentages.

**English:** MPC's English department has not established goals specific to the Basic Skills Initiative and does not receive BSI funding.

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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	1,876	1,285	1,780	1,197	.6850	.6725	0.81	.2094	
English reading	859	617	912	638	.7183	.6996	0.87	.1930	
Mathematics	2,346	1,426	2,720	1,546	.6078	.5684	2.85	.0022	Significant Decrease
ESL-Integrated	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
ESL writing	166	137	148	127	.8253	.8581	0.80	.2128	
ESL reading	163	129	155	125	.7914	.8065	0.33	.3690	

**Draft of English Narrative Response to Data Compiled from the Cohort Progress Tracking Tool**  
**5) To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?**

English-Writing

According to the Cohort Tracking Tool Data compiled in the Excel Summary Comparison Chart provided by the Chancellor's Office, the percentages of "attempts and "successes" for students enrolled in MPC's English Writing sequence of courses have remained relatively equal, with 68.5% success rate for FY 11-12/12-13 and 67.25% for FY 13-14/14-15. These slight differences are not statistically significant, according to the chart's calculations.

One possible reason for these rates remaining relatively equal is that the major change in the curriculum of the English sequence of courses—that of integrating three levels of pre-transfer writing and reading courses—had not yet taken place during the period the

data was collected. This significant change—though not a project funded by the BSI—is being phased in now (fall semester 2015) and will be completed by fall 2016. We believe that in the next reporting cycle, we will see increases in success rates for students who have been enrolled in the newly integrated reading and writing courses.

#### English-Reading

According to the Cohort Tracking Tool Data compiled in the Excel Summary Comparison Chart provided by the Chancellor's Office, the percentages of “attempts and “successes” for students enrolled in MPC's English Reading sequence, like the English Writing sequence, have remained relatively equal, with 71.83% success rate for FY 11-12/12-13, and 69.96% for FY 13-14/14-15. These slight differences are not statistically significant, according to the chart's calculations.

The reason for these rates remaining relatively equal is mentioned above and reiterated here: the major change in the curriculum of the English sequence of courses—that of integrating three levels of pre-transfer writing and reading courses—had not yet taken place during the period the data was collected. This significant change—though not a project funded by the BSI—is being phased in now (fall semester 2015) and will be completed by fall 2016. We believe that in the next reporting cycle, we will see increases in success rates for students who have been enrolled in the newly integrated reading and writing courses.

The Math Department cohort comparison between Summer 11-Spring 13 and Summer 13-Spring 15 showed that the percent of students who complete a basic skills math course on their first attempt at Monterey Peninsula College has decreased significantly ( $p=0.002$ ). The largest declines were observed in the arithmetic and prealgebra courses (4 and 3 levels below transfer, respectively). A comparison between summer sessions showed an increase in success percentages for students enrolled in 3 and 2 levels below transfer courses. This may be partially attributed to BSI funds spent to increase summer support for basic skills students in the Math Learning Center. We also noticed that success rates in general are higher in our summer basic skills courses.

Although we aren't able to pinpoint the cause(s) of this decrease (Common Core math curriculum change in local schools? Assessment cutoff scores? Increase in first-time college students who are not prepared to be students?), the Math Department does have plans that will hopefully improve our success rates.

- Some of the courses will be offered in new formats. Prealgebra (3 levels below) is being offered online using the adaptive software provided by ALEKS. Beginning Algebra (2 levels below) is being offered in a year-long format for the first time at MPC.
- Beginning algebra will continue to be offered as a semester length course and as an intensive 8-week course followed by an intensive 8-week intermediate algebra course.
- The department will explore the possibility of asking for BSI funds to provide supplemental instruction in more of our basic skills courses and/or for increasing MLC support for basic skills students.
- Many of our basic skills sections are taught by adjunct faculty. The Math Department plans to have full-time faculty mentors for adjuncts starting this semester in an effort to ensure consistency across sections of the same course. We also plan to request that additional full-time math faculty be hired for next year so that more basic skills courses can be taught by full-time faculty.
- We will continue to increase offerings to meet student demand in an effort to keep class sizes reasonable. Some of our basic skills classes in recent years have been extremely large and we believe that this may impact student success.



## Draft of ESL report for Cohort Progress Tracking Tool Fall 2015

5. To what extent did your college's basic skills program demonstrate more progress in the 2013-2015 than in 2011-2012?

The short answer is that our success numbers are in the 80% range for both writing and reading for these time periods. What has changed in the number of attempts, which has decreased.

A brief background regarding the ESL program may help to put the results into perspective. The ESL department at MPC is unique in the community college system in its organization. Whereas most ESL programs have separate credit and noncredit programs, ESL at MPC has only one program, which is a combination of both credit and noncredit sections. Because the Cohort Progress Tracking Tool records only credit courses, the numbers for MPC are very small. In addition, students who are not receiving financial aid or are international students choose the noncredit section in order to save money for the advanced levels, which are all credit.

To illustrate actual class enrollment at MPC, our institutional researcher has provided the noncredit enrollment in writing for a select time period. For example, in Fall 2013, three levels below transfer had 12 credit/31 noncredit students enrolled. A clearer picture would be revealed if the noncredit attempts were included, especially since noncredit enrollment is co-mingled with credit.

The ESL department continues to face challenges that may be reflected in a drop in student enrollment, but not success.

- First, was the loss of the ESL lab director and the use of the lab as a tutoring center for our students in 2012, when the lab was closed as a tutoring center. The lab director had been the contact person for queries and about the program and the lab was the place students knew to visit if they had questions about enrollment issues or class work.
- A second impact is the loss of our dedicated international student office director, who was let go in 2012 as well. Although hard data was not available at the time of this report, we can affirm that there has been a decrease in international student enrollment, which has directly impacted our credit program.
- Third, is the lack of dedicated counseling support for the ESL program. Traditionally, the ESL department instructors performed most of the recruiting and basic counseling tasks. The significance and importance of the need for a dedicated ESL counselor cannot be over stated. As an example, for Spring 2015, counseling agreed to assist the ESL department by assigning Kelly Fletes and her assistant Yuliana to oversee ESL student counseling services, some of which included: keeping track of and following up on student queries; calling students from the previous semester who had not yet registered to offer support if they wanted to return to MPC; creating a counseling presence on the library lab floor, "where the students are", instead of asking students to find the counseling office across campus in the Student Services building; and creating Individual Education Plans for all students they had appointments with. Though not reflected in this report, it is clear that the increase in enrollment for Fall 2015 is a direct result of a focused, sustained effort on the part of counseling.

## ESL WRITING

Data from the Cohort Tracking Tool Data show a decrease in attempts (enrollment) between the two time periods. For example total attempts in 11-13 were 166 compared to 148 attempts in 13-15, the causes for which have been considered in the narrative above. What is significant, however, is that the successes remained strong at 82% for 11-13 and 85% for 13-15. For a comparison in enrollment for credit and noncredit, Fall 2013, three levels below transfer had an attempts of 12 credit/31 noncredit students. Since the tracking formula has changed since last year, we are unable to report the success rate in the same semester for the noncredit students.

## ESL READING

Data from the Cohort Tracking Tool Data show a decrease in attempts (enrollment) between the two time periods. For example, total attempts in 11-13 were 163 compared to 155 attempts in 13-15, the causes for which have been considered in the above narrative. What is significant, however, is that the successes remained strong at 79% for 11-13 and 80% for 13-15. Most students are co-enrolled in the writing and reading courses, which can be seen in the similarity in the attempts figures.

**Action Plan Activity Grid/Table**

- a. 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.
- b. 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.
- c. 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.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. 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.
- f. Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item

	<b>Activity Description</b> 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.	<b>Associated Long-Term Goal ID</b>	<b>Target Date for Completion (mm/dd/yyyy)</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Funds</b>
Activity #1	Design blended version of Library 50 (Information Literacy) course targeted at ESL students	ESL	6/30/16	Digital Svcs Librarian, ESL faculty	Library, ESL	Blended LIBR 50 course approved and scheduled for Fall 2016	\$15,000
Activity #2	Create LIBguides targeted at ESL students' needs for library resources and services	ESL	6/30/16	Digital Svcs Librarian, ESL faculty	Library, ESL	A minimum of 2 new LIB guides will be	\$5000

Activity #3	SI tutors for Marina basic skills math	Math	6/3/16	Math Learning Center Coordinator, SI Coordinator	Math	SI Coordinator hired FA15; SI tutors recruited FA15; all Marina Basic Skills math classes supported w/SI tutors SP16	\$20,000
Activity #4	SCORE Summer Bridge Math (summer 2015)	Math	12/15/15	Kelly Fletes, John Cristobal	Math, EOPS	A minimum of 15 students who participated in Summer 2015 bridge program successfully completed Math 261 in Fall 2015	\$6100
Activity #5	SI tutors for Marina ESL students	ESL	6/3/16	SI Coordinator	ESL	SI Coordinator hired FA15; SI tutors recruited	\$20,000

						FA15; all Marina ESL classes supported w/SI tutors SP16		
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