2011-2012 ESL/Basic Skills Allocation End-of-Year Report
2012-2013 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Monterey Peninsula College

[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: Monterey Peninsula 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	$23,000	$14,587.20	$ 0
B. Student Assessment	$ 2,000	$ 1,133.96	$ 0
C. Advisement and Counseling Services	$22,784	$30,180.92	$ 0
D. Supplemental Instruction and Tutoring	$22,000	$ 9,416.58	$ 0
E. Course Articulation/ Alignment of the Curriculum	$ 0	$ 0	$ 0
F. Instructional Materials and Equipment	$ 5,000	$ 6,631.26	$ 0
G.1 Coordination	$12,000	$20,598.15	$ 0
G.2 Research	$ 1,000	$ 571.55	$ 0
G.3 Professional Development	$ 5,000	$ 9,664.38	$ 0
TOTAL:	$92,784	$92,784.00	$ 0

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Signature, Chief Executive Officer   Date

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Signature, Academic Senate President   Date

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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: Monterey Peninsula 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	$20,716	$ 0	$ 0
B. Student Assessment	$ 2,000	$ 0	$ 0
C. Advisement and Counseling Services	$22,784	$6,284.98	$ 0
D. Supplemental Instruction and Tutoring	$22,000	$ 0	$ 0
E. Course Articulation/ Alignment of the Curriculum	$ 0	$ 0	$ 0
F. Instructional Materials and Equipment	$ 5,000	$ 0	$ 0
G.1 Coordination	$12,000	$ 0	$ 0
G.2 Research	$ 500	$ 0	$ 0
G.3 Professional Development	$ 5,000	$ 0	$ 0
TOTAL:	$90,000	$6,284.98	$ 0

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Signature, Chief Executive Officer Date

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Signature, Academic Senate President Date

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Signature, Chief Business Officer 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: Monterey Peninsula 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	$20,716	$ 0	$ 0
B. Student Assessment	$ 2,000	$ 0	$ 0
C. Advisement and Counseling Services	$22,784	$ 0	$ 0
D. Supplemental Instruction and Tutoring	$22,000	$ 0	$ 0
E. Course Articulation/ Alignment of the Curriculum	$ 0	$ 0	$ 0
F. Instructional Materials and Equipment	$ 5,000	$ 0	$ 0
G.1 Coordination	$12,000	$ 0	$ 0
G.2 Research	$ 500	$ 0	$ 0
G.3 Professional Development	$ 5,000	$ 0	$ 0
TOTAL:	$90,000	$ 0	$ 0

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    Signature, Chief Executive Officer   Date

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    Signature, Academic Senate President   Date

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    Signature, Chief Business Officer   Date

[2]. 2007-2012 Basic Skills Initiative - Narrative Response

"Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?"

Monterey Peninsula College's BSI committee has worked hard these past 5 years to implement various basic skills projects, both large and small on our campus. One of the things we have learned is that this work is complex and involves the entire MPC community. We have also gained additional insight into what is needed in the future for greater success with our basic skills interventions. After a committee discussion on the things we have learned, our ideas could be summarized into three different categories: Support, Communication, and Data.

We have realized that support for a project must come in a variety of forms. For a successful project, it is vital to have strong support from the faculty involved in the project. Faculty involvement should be initiated by their own interest and not be something that is assigned to them. Faculty who aren't necessarily directly involved with the project (ex. Counseling, Student Services) also need to provide their support; by understanding the project's mission and structure, they can do their part in furthering the objectives of the project.

Support for projects also comes when the people involved in the projects are consistent. We have learned that a project is able to make greater forward progress when the same faculty and staff are involved semester after semester. It ensures that information is accurately passed along, and allows for easier collaboration between projects and departments. Additionally, having project personnel attend department meetings and basic skills committee meetings as representatives of their project increases the knowledge of everyone regarding the progress of the project and includes opportunities for collaboration.

Support must also be provided across many levels of governance. A good idea can only become greater when others decide to commit to the projects and the goals. Support from students, faculty, and administrators is critical for the success of BSI interventions. Support from our Faculty Senate has been very helpful, as well as from the administrators involved in the work of the committee.

An important tool for garnering support for all projects is communication. Effective communication can help increase support for the project and for our basic skills students and faculty. An insular project has a hard time getting off the ground, particularly when others are not informed of the practices, structure, and goals of the project and how it fits in the larger picture of the challenges of basic skills courses. We have learned that through communication, we bring our projects into a larger arena by informing others and gathering their ideas and support for strengthening the projects. When projects include all parties, our reach is larger, as others share their ideas about our intervention plans with us.

A specific and crucial component of communication is inclusion of students, faculty, and counseling in planning and evaluation. We have learned that when projects facilitate these connections, then all the groups collectively benefit and bring about greater success.

Our final area where we have increased our knowledge is in our use of data. In these past years, we have learned what data sources are currently available to us, how to use the data, and how best to gather our own data. More importantly, we have realized how valuable data are in understanding and improving our projects.

In earlier projects we did not always take advantage of available data during the planning process, and learned that if we had evaluated our existing data, we could have focused our interventions differently and perhaps more effectively.

During the past three years, we have discovered how important our institutional researcher is to the evaluation of our projects. For one of our larger projects, the institutional researcher facilitated the use of several different types of data for evaluation. For instance, she was able to help us use current institutional data so that we could choose a control group to evaluate our project on a more robust level. Together, we were able to create a survey for students, which informed our project from their point of view. Finally, she suggested gathering some qualitative data, in the form of interviews, to help us understand the potential lasting effects of the program. Our institutional researcher is now an important participant on our committee and we rely on her data expertise for advice on planning and evaluation of our projects.

Another area of data we are learning to incorporate is to collect data throughout the project. In order to do this, we have to think of the data that would be used both during the project and in the final outcomes. We're learning that we need to do a better job of anticipating the data needed, so that the data collection structure can be set up before the project begins.

Finally, we are learning how our reflection on data can help us to understand what additional questions we need to ask and where our projects need to focus based on the data. We are also realizing that it's very hard to make progress in increasing success across all disciplines. For each area, there are unique circumstances (i.e. large number of non-credit ENSL students because of citizenship issues). After examining our data, we understand that projects may need to be bigger to make a bigger impact on the number of students striving to be successful in their academic plans. Although data can, at times, be difficult to digest and/or accept, at the very least, it has provided us a springboard for conversation and discussions, which helps us to move forward in our actions.

Ultimately, we hope that strong overall support, good communication, and thorough data review can help us develop and implement projects that can lead to institutionalization. We understand that this takes time, but with persistence in these areas, we believe we will move closer towards our goals. Thus far, with wide campus support we have been able to get a commitment for funding a new fulltime Basic Skills Counselor and an Instructional Assistant position for the Math Learning Center from MPC general funds as funds become available.

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

This cohort data analysis was written by the BSI Committee Co-Chairs without input from the English departmental faculty or from the Basic Skills Committee members due to a lack of time to give the data thorough consideration.

English (Writing), Fall 2009-Spring 2012 cohort started at English 301 (2 levels below transfer English) with 187 students. The overall success rate to completion of a transfer level class (English 1A) was 30% (57 students). The success rate for each class was 68% for ENGL 301, 84% for ENGL 111, and 80% for ENGL 1A. *In general we can say that once our students got into a higher level class, they tended to succeed.* The success rate to completion of ENGL 111, one level below transfer was 42%. The progression rate from ENGL 301 to ENGL 111 was 74%, and from ENGL 111 to ENGL 1A was 90%, which was quite high.

General questions:
- What are satisfactory percentages of success and progression in any discipline?
- What are student goals within this discipline regarding degree/ transfer?
- Why does a student not progress to the next level, if it is their plan to do so?
- What variables contribute to a student not succeeding/progressing that MPC may have control over?
- How do our percentages of success compare with success rates in non-basic skills classes and/or campus demographics? And success and progression rates across the state?

Gender data
The number of males and females was similar (F= 89 M=98), as were the overall success rates. The major differences between males and females were in ENGL 301: More women passed (F= 78% M=59%, but a larger percentage of men signed up for the next class (F= 68% M=81%).
- What would explain the differences in ENGL 301?

Age data
The number of students in the different age groups was varied: 134 eighteen and nineteen year olds, 33 twenty to twenty-nine year olds, and 12 students thirty and over. Students 17 and under were not included. The major difference between age groups was that the twenty year old group had lower overall successful completion rates (7% to 29% below) than other age groups.
- Why did the twenties age group have some lower success rates than the two other groups?
- Are there age related needs? If so, what interventions/supports would assist them in succeeding?

Ethnicity data
Unknown (57 students) and multi-ethnic (3 students) data were not included in this analysis. African Americans and Pacific Islanders, each, had less than 10 students starting the cohort. Overall success percentages for completing ENGL 1A for the ethnic groups ranged from 14% for African American (7) to a high of 40% for Asians (15). Pacific Islanders (8) and Hispanics (60) both had 25% success rates, and whites (37) 35%.
- If there are true differences in ethnic group success rates, what can be done to understand why, and, if possible, figure out interventions which would improve some groups' rates of success?

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

Due October 10, 2012   **College Name**: <u>Monterey Peninsula College</u>

Goal ID	Long-Term Goal
A	The goal 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.
B	The goal is to increase the percentage of students progressing from one level below transfer (ENSL 110) to transfer level (ENGL 1A) by 1% annually in 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 over 2009-2012 percentages. This goal would apply only to those students whose academic plan included graduation from MPC and/or transfer to a four-year institution.
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    Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

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

Due October 10, 2012   **College Name**: Monterey Peninsula College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Intensive Math- offering Math 263 and Math 261 eight week blocks in one semester. One section of Math 261 (beginning algebra – basic skills course) and one section of Math 263 (intermediate algebra – one level below transfer, meets MPC graduation requirement),each in an 8 week format, are scheduled for Spring, 2013. • Three Math faculty will work together to determine appropriate curriculum, pacing, textbook options, format and structure for the class. • An Instructional Specialist will be hired as a "temp" for 10 hours per week to work with students during the first 8 weeks of class (beginning algebra only). The Instructional Specialist will attend class at least twice per week, facilitate study groups outside of class (possibly in the MLC to help familiarize students with this environment), and collaborate with the instructor. • A Counselor will meet with the class on the first day of school and will come to class once a week during "break time" to check in with students and encourage them to make counseling appointments. The instructor will refer students who appear to be at-risk (missing classes, doing poorly on quizzes and exams,	Goal A	June 5, 2013	Tracie Catania/Math Instructor, Counseling	• Progression rates will be evaluated and compared to the average rates of success, completion, and progression for the 16-week version of those courses. • Students will be surveyed at the start and end of the semester to see if they have increased their knowledge of and use of campus resources (counseling, MLC, etc.) significantly more than students who took the 16-week versions of these classes.

etc.) to the counselor.				
Math Learning Center- Basic Skills Instructional Asst. • A part-time classified position focused on Basic Skills will be hired to work in the Math Learning Center for the academic years 2012-2013 to 2013-2014.	Goal A	May 14, 2014	Tracie Catania and Elizabeth Chovick /Math Instructors in the Math Learning Center	• Basic skills students who visit the Math Learning Center will be surveyed about whether they found it helpful to have dedicated hours and a dedicated person for helping with basic skills math classes. • After analyzing the Time Keeper software, we will see an increase in the usage of the MLC by basic skills Math students.
Counseling Alert-Probation Assistance **A counselor will be assigned to a selected group of basic skills and English as a Second Language classes and will contact students that the faculty member thinks is in jeopardy of falling behind, or are at the second level of probation (one step before being placed on progress dismissal).** • The instructor will identify the students by the second (2), the third (3) week or as soon as the instructor believes the student is in jeopardy of falling behind. The counselor will take action and "hunt down" 100% of the identified students to try to understand the factors that may be interfering with the student's success. • Additionally, the counselor will identify 100% of the basic skills students that are on "2nd level of Progress probation" which is one step before being placed on "progress dismissal" at the beginning of the fall and spring semester and notify them to meet with the counseling staff to assist with their overall success and retention. • We will collect student interviews, surveys and instructor feedback on 50% of the progress dismissal student list (for basic skills students only) in	Goals A and B	April 20, 2013	Alethea DeSoto/Counseling and Heather Burton, Basic Skills Initiative Counselor	• Average retention rates for the classes connected with this counselor will be 10% higher than the previous 3-year cohort.

order to identify the causes of progress dismissal.				
BSI Counselor- **This counselor will provide intrusive counseling to basic skills and English as a Second Language students, make presentations in classrooms, support faculty in following up with students who are not succeeding, and support students in progressing through the basic skills progression.** • Counselor will do presentations in all basic skills and English as a Second Language classes, upon approval of the instructor. • Counselor will attend all general counseling meetings and basic skills meetings. • Counselor will collect, analyze, and report on student data	Goals A and B	May 20, 2013	LaRon Johnson/Counseling Department Chair	• 90% of students who meet with the counselor will have filled out education plans by the end of the semester.
Synthesize and analyze data from the above activities to investigate reasons students fail to progress	Goals A and B	April 16, 2013	Caroline Carney/BSI Committee Co-Chair in collaboration with Counseling, and English as a Second Language, English, and Math basic skills faculty.	• A report of the results of the analyses with suggestions for possible interventions.

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    Signature, Chief Executive Officer   Date   Signature, Academic Senate President   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: Monterey Peninsula 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
Stephen Ma	**Vice President Administrative Services**	**sma@mpc.edu**
Laura Franklin	**Dean of Instruction**	**lfranklin@mpc.edu**
Rosemary Barrios	**Controller**	**rbarrios@mpc.edu**
Connie Andrews	**Budget & Operations**	**candrews@mpc.edu**

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	$15,000
B. Student Assessment	$ 0
C. Advisement and Counseling Services	$30,000
D. Supplemental Instruction and Tutoring	$15,000
E. Articulation	$ 0
F. Instructional Materials and Equipment	$ 3,000
G.1 Coordination	$19,000
G.2 Research	$ 3,000
G.3 Professional Development	$ 5,000
TOTAL	$90,000

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Signature, Chief Executive Officer   Date

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Signature, Academic Senate President   Date