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

Mt. San Antonio 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		376,446	
B. Student Assessment		11,954	
C. Advisement and Counseling Services		618,808	
D. Supplemental Instruction and Tutoring		700,393	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		306,154	
G.1 Coordination		229,020	
G.2 Research		199,024	
G.3 Professional Development		222,864	
TOTAL:	**2,664,663**	**2,664,663**	

_____   _____
Signature, Chief Executive Officer   Date

_____   _____
Signature, Academic Senate President   Date

_____   _____
Signature, Chief Business Officer   Date

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

Mt. San Antonio 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		71,141	-
B. Student Assessment		9,276	-
C. Advisement and Counseling Services		502,558	-
D. Supplemental Instruction and Tutoring		345,573	-
E. Course Articulation/ Alignment of the Curriculum		0	-
F. Instructional Materials and Equipment		79,370	-
G.1 Coordination		136,781	-
G.2 Research		21,446	-
G.3 Professional Development		93,153	-
TOTAL:	**1,259,298**	**1,259,298**	**0**

_____   _____

Signature, Chief Executive Officer   Date

_____   _____

Signature, Academic Senate President   Date

_____   _____

Signature, Chief Business Officer   Date

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

Mt. San Antonio 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		44,058	118,597
B. Student Assessment		5,039	-
C. Advisement and Counseling Services		263,920	7,772
D. Supplemental Instruction and Tutoring		270,538	145,718
E. Course Articulation/ Alignment of the Curriculum		0	-
F. Instructional Materials and Equipment		64,232	-
G.1 Coordination		51,076	73,581
G.2 Research		18,903	7,279
G.3 Professional Development		28,414	
TOTAL:	**1,099,127**	**746,180**	**352,947**

_____   _____

Signature, Chief Executive Officer   Date

_____   _____

Signature, Academic Senate President   Date

_____   _____

Signature, Chief Business Officer   Date

[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.

Mt. San Antonio College

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

	2007-2008	2008-2009	2009-2010
Mathematics	n/a	n/a	n/a
Writing	59.7	62.2	65.7
Reading	49.6	54.4	55.6
ESL	70.6	70.8	67.6
All Basic Skills	59.5	61.5	59.7

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	6.7	n/a	n/a
Writing	66.2	66.1	70.1
Reading	51.7	60.6	62.5
ESL	63.9	67.0	69.2
All Basic Skills	64.4	65.5	69.3

1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year? Identify these activities by the Effective Practices ID found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges* (e.g. A.4.1 = students are required to receive early assessment and advisement)
2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.
3. What activity/intervention worked particularly well for your college/center? Please explain.
4. What activity/intervention didn't work well for your college/center? Please explain.
5. What challenges did you face in engaging in these activities/interventions?
6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?
7. Additional comments

Annual Successful Course Completion Rate for Credit Basic Skills Courses (Table E2 of ARCC Supplemental Report)

Definition: The cohorts for credit basic skills course completion rate consisted of enrollments in basic skills courses for credit in the academic years of interest (2007/08, 2008/09, and 2009/10). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Pre-collegiate basic skills" designation is no longer used under title 5 or in the Chancellor's Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Improvement Rates for ESL and Credit Basic Skills Courses (Table E3 of ARCC Supplemental Report)

Definition for Basic Skills Courses: The improvement rate for credit basic skills cohorts consisted of students enrolled in a credit basic skills English or mathematics course that successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify mathematics and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Precollegiate basic skills" designation is no longer used under title 5 or in the Chancellor's Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial credit basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level credit course in the same discipline within three academic years of completing the first credit basic skills course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

Definition for ESL Courses: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

[3] Data Analysis for Selected Activities

You are being asked to 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

You may submit analyses that you have already completed through your campus processes. Data disaggregated by ethnicity is strongly encouraged. If you need to create such analyses, here is a list of potential approaches that could be applied.

1. Compare the course success rates of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
   a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
   b. Only compare students in same course
   c. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.

2. Compare the goal attainment rates (e.g., success in next course in the sequence, success in college-level course in same area, transfer readiness, degree completion rates) of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
   a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
   b. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.

3. Provide data on Pre / Post tests on domain-specific skills for students within a treatment vs. those who are not
   a. This can tell you about the change effected in the treatment vs. the comparison groups

4. For noncredit to credit basic skills, report either the number or the rate of students who successfully transition from noncredit to credit basic skills.
   a. Preferably one would identify a cohort of students who started at a given level of noncredit, and track forward the percentage of them that successfully transitioned to credit basic skills. Raw counts of students transferring to credit basic skills could also be used in a benchmarking fashion to allow year-to-year comparisons if cohorts are difficult to identify.

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

Due on or before October 10, 2011

District: -----SAMPLE----

College: -----SAMPLE----

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
Increase percentage of basic skills courses taught by full-time faculty.	A.1.4	March 30, 2012	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer	As of Fall 2011, 46% of our basic skills courses are taught by full-time faculty. This percentage is a measurable outcome.	The Fall 2012 schedule reflects that at least 55% of our basic skills courses are taught by full-time faculty.
Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.	B.3.2	June 30, 2012	Chair of Counseling and Matriculation Departments, Writing Program Chair	The development of a student support services plan targeted to developmental writing students.	The plan is developed and is piloted with at least two developmental writing classes.
Participate in statewide regional events conducted by 3CSN and ASCCC and arrange for follow-up workshops on campus.	C.2.1	June 30, 2012	Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills	The number of workshops offered on campus and the number of faculty that participate in them.	Four workshops will be offered on campus, and 15% of all full-time faculty will have participated in one or more of them.
Improve and increase the effectiveness of the academic support center by including recommended software and other materials in reading and facilitating active learning, study groups, and workshops.	D.10.7	June 30, 2012	Reading Program Chair, Learning Center Director	The number of students served by the academic support center increases.	There is a 5% increase in students served in the academic support center over 2010-2011 numbers.

_____   _____   _____   _____
   Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

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

Due on or before October 10, 2011

District: _____

College: **Mt. San Antonio College**

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness

_____   _____   _____   _____

Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

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

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

[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: Mount San Antonio Community College

College: Mt. San Antonio 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
Virginia Burley	**Vice President Instruction**	**vburley@mtsac.edu**
Terri Long	**Dean of Instruction**	**tlong@mtsac.edu**
Linda Baldwin	**Associate Vice President Administration**	lbaldwin@mtsac.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	43,965
B. Student Assessment	0
C. Advisement and Counseling Services	131,895
D. Supplemental Instruction and Tutoring	615,511
E. Articulation	0
F. Instructional Materials and Equipment	21,983
G.1 Coordination	230,817
G.2 Research	0
G.3 Professional Development	54,956
TOTAL	**1,099,127**

_____   _____

Signature, Chief Executive Officer   Date

_____   _____

Signature, Academic Senate President   Date