



[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

College Name: Mount San Antonio Community 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, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 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 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		156,809	
B. Student Assessment		5,039	
C. Advisement and Counseling Services		267,459	
D. Supplemental Instruction and Tutoring		418,800	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		64,232	
G.1 Coordination		132,246	
G.2 Research		26,901	
G.3 Professional Development		27,641	
TOTAL:		1,099,127	0


*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!



Signature, Chief Executive Officer

9/30/13


Date



Signature, Academic Senate President

9/30/13

Date



Signature, Chief Business Officer

10/3/13

Date



[1b] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

College Name: Mount San Antonio Community College

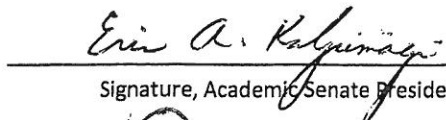
Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 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 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		147,944	-
B. Student Assessment		4,823	-
C. Advisement and Counseling Services		226,447	-
D. Supplemental Instruction and Tutoring		564,546	-
E. Course Articulation/ Alignment of the Curriculum		0	-
F. Instructional Materials and Equipment		21,516	-
G.1 Coordination		124,378	-
G.2 Research		0	-
G.3 Professional Development		38,780	-
TOTAL:		1,128,434	0

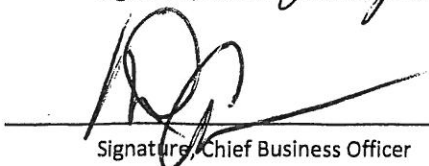
*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!


Signature, Chief Executive Officer

9/30/13
Date


Signature, Academic Senate President

9/30/13
Date


Signature, Chief Business Officer

10/3/13
Date



[1c] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

College Name: Mount San Antonio Community College

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 from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 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 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
2 A. Program, Curriculum Planning and Development		40,769	117,534
5 B. Student Assessment		1,605	-
6 C. Advisement and Counseling Services		232,649	-
7 D. Supplemental Instruction and Tutoring		368,872	203,372
4 E. Course Articulation/ Alignment of the Curriculum		0	-
8 F. Instructional Materials and Equipment		32,542	-
9 G.1 Coordination		46,845	45,930
1 G.2 Research		3,404	-
3 G.3 Professional Development		34,899	13
TOTAL:		761,585	366,849

*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

William J. Snuggin
Signature, Chief Executive Officer

9/30/13
Date

Eric A. Kalugin
Signature, Academic Senate President

9/30/13
Date

[Signature]
Signature, Chief Business Officer

10/3/13
Date



[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2013

NOTES: Starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. 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, the Chief Business Officer and the Academic Senate President.

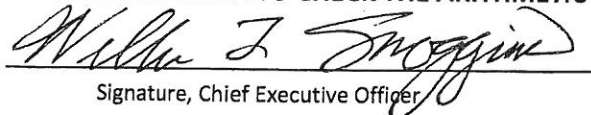
College Name: Mount San Antonio Community College

2013-2014 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):

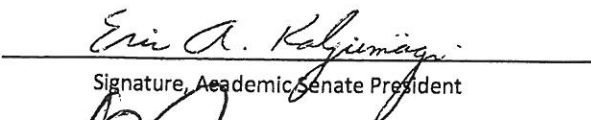
Name	Position	Email
Irene Malmgren	Vice President of Instruction	imalmgren@mtsac.edu
Terri Long	Dean of Instruction	tlong@mtsac.edu
Rosa Royce	Associate Vice President of Fiscal Services	rroyce@mtsac.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	55,439
Student Assessment	0
Advisement and Counseling Services	230,127
Supplemental Instruction and Tutoring	633,953
Coordination & Research	169,933
Professional Development	38,982
TOTAL:	1,128,434

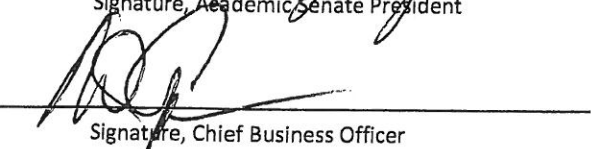
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Signature, Chief Executive Officer

9/30/13
Date


Signature, Academic Senate President

9/30/13
Date


Signature, Chief Business Officer

10/3/13
Date

[2]. Narrative Response

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**
- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**
- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

At Mt. San Antonio College, BSI funding and decisions about how that funding is used and assessed are under the purview of the Basic Skills Coordinating Committee (BSCC). Funds are allocated through a proposal system. Each year a call for proposals for projects goes out to the entire campus. While the final approval of the funding allocation rests with the Vice-President of Instruction and the Vice President of Student Services, the members of the Basic Skills Coordinating Committee (BSCC), a shared governance committee of the Academic Senate, work diligently to examine, evaluate, and recommend projects for funding approval through a thoughtful and well established process. Each proposed project is evaluated and ranked using a predetermined rubric for its feasibility, potential for improving student achievement outcomes, direct support to students, supporting data or rationale to support need, and direct connection to effective basic skills practices. Subsequent funding is contingent upon success data from the previous year and evidence of a direct relationship to the 5-year goals that are established by the BSCC and approved through the Academic Senate shared governance process.

The project managers and the teams of the funded projects, in collaboration with Research and Institutional Effectiveness, complete a formalized assessment review known as Basic Skills Initiative – Planning for Institutional Effectiveness (BSI-PIE). These assessments include the establishment of goals, projected outcomes (Student Learning Outcomes, Strategic Actions, and Administrative Unit Objectives), research methodology, assessment, and outcomes. The assessment reports are entered directly into each unit's ePIE, which drives goal setting and budget allocations for the College as a whole.

Mt. SAC's BSI 5-year goals and action plan align with and are an integral part of the College's Educational Master Plan. College Goal #2 states, "The College will prepare students for success through the development and support of exemplary programs and services" with its strategic objective being to improve methods of tutoring and service delivery and increase access to tutoring and lab support services. Approximately half of our BSI funds are allocated to various tutoring projects. College Goal #10 is "The College will ensure that basic skills development is a major focus in its planning efforts." The strategic objectives for this goal include improving access to basic skills courses and tracking the success and persistence rates of students in basic skills courses. The committee's 5-year goals and activities directly relate to these College goals. The co-chairs of the BSCC are required to attend semi-annual Educational Master Planning summits in order to inform and contribute to this process.

One of the problems that the College faces in terms of BSI funding is the institutionalization of proven successful projects and programs. Through thorough research, we have identified many successful projects such as our Bridge Learning Communities and innovative methods of providing tutoring such as our Tutors in the Classroom (TCs) and the use of Directed Learning Activities (DLAs) in writing classes. While the College acknowledges the good work that is being done, it has not been able to institutionalize funding for most of these projects and positions directly related to the success of these projects. In order for this success to be sustained, the cost for these proven successful projects should become a permanent part of the College's budget and incorporated into general fund expenditures.

Another obstacle that Mt. SAC faces is the ability to increase the scale of these successful projects. For example, this year one of our projects is to provide pathways through the developmental English and math sequences. We plan to start with four linked pathways in math and three in English. We anticipate high success because these projects include elements of other projects that have proven successful. However, this project will only reach approximately 450 students per year, only a fraction of the thousands of students who are enrolled in these developmental sequences each year. In another example, we know that tutoring is highly successful, so we are trying to reach more students through methods such as using the faculty portal referral system to give early alert to those students who would benefit from these services, but we don't have any evidence yet that this strategy will significantly increase the number of students who seek out tutoring services.

The Chancellor's Office and 3CSN can assist us in our efforts by continuing to offer workshops and conferences that our faculty and leaders can attend in order to stay informed about best practices and provide models for us to use as we continue to assess and build our programs.

Our action plan to evaluate the effectiveness of our BSI funded programs is incorporated into our five-year goals. One goal is to increase the percentage of students who participate in proven successful interventions. We are working to establish a 2012-13 baseline of the number of students, and we have several funded activities that are designed to increase the numbers of students participating in these interventions. Our second five-year goal is to increase the progression rate of our basic skills students. Our Research and Institutional Effectiveness (RIE) department is designing a program that will track the progression of basic skill students through their developmental course sequence. This program, along with data that is collected through the Basic Skill Cohort tracker, will allow us to effectively track this progression rate. We also intend to track term to term persistence, level to level advancement, and certificate achievement of noncredit students to improve the transition from noncredit to credit. Several of our funded projects incorporate activities that will hopefully enable students to more successfully progress through their developmental sequences.

Comparison of Successful Throughput to Completion of Transfer Level Basic Skills Writing, ESL and Mathematics From Fall 2009 - Spring 2011 and Fall 2011 - Spring 2013

MT. SAC	Number Start and End Term % Successful Completion of Transfer Level and (N) 2009 to 2011	Number Start and End Term % Successful Completion of Transfer Level and (N) 2011 to 2013	% Change from 2011 to 2013
English Writing: Three Levels Below Transfer (LERN 81)	F' 2009 (386) S' 2011 (36) 9.3 %	F' 2011 (424) S' 2013 (39) 9.2%	-.1%
Two Levels Below Transfer (English 67)	F' 2009 (1556) S' 2011 (511) 32.8 %	F' 2011 (1686) S' 2013 (549) 32.6%	-.2%
One Level Below Transfer (English 68)	F' 2009 (1099) S' 2011 (601) 54.7%	F' 2011 (737) S' 2013 (433) 58.8%	+4.1%
ESL Writing: Four Levels Below Transfer (AmLa 41W)	F' 2009 (71) S' 2011 (10) 14.1%	F' 2011 (69) S' 2013 (6) 8.7%	-5.4%
Three Levels Below Transfer (AmLa 42W)	F' 2009 (149) S' 2011 (31) 20.8 %	F' 2011 (164) S' 2013 (41) 25%	+4.2%
Two Levels Below Transfer (AmLa 43W)	F' 2009 (179) S' 2011 (80) 44.7%	F' 2011 (118) S' 2013 (57) 48.3%	+3.6%
Mathematics: Four Levels Below Transfer (LERN 49)	F' 2009 (965) S' 2011 (11) 1.1%	F' 2011 (859) S' 2013 (9) 1%	-0.1%
Three Levels Below Transfer (Math 50)	F' 2009 (741) S' 2011 (44) 5.9%	F' 2011 (736) S' 2013 (31) 4.2%	-1.7%
Two Levels Below Transfer (Math 51)	F' 2009 (409) S' 2011 (55) 13.4%	F' 2011 (297) S' 2013 (40) 13.5%	+.1%
One Level Below Transfer (Math 61/71/71A/71X)	F' 2009 (1184) S' 2011 (292) 24.7%	F' 2011 (701) S' 2013 (147) 21.0%	-3.7%

Note: "Transfer" for English Writing and ESL Writing includes completion of ENG 1A or 1AH. "Transfer" in Math includes completion of Math 110, Math 110H, or Math 130. Data Source: CO Basic Skills Cohort Tracker, 9/5/2013.

Note: Permission was granted by Barabara Illowsky to use the change the time parameters due to a problem in accessing consistent data due to a change of student information systems in the year 2009.

- Data from the Basic Skills Cohort Tracker was used to determine whether Mt. San Antonio's basic skills program was more successful from 2011-2013 than it was from 2009-2011 in the areas of English Writing, ESL Writing, and Mathematics. The College examined progression from the starting class to completion of the transfer level class in each area. The numbers in parentheses indicate both the number of students who started in the cohort and the number of students who successfully completed the transfer level class within the two-year period. As evidenced by the data in the last column, the percentage of change between these two time periods was minimal, ranging from +4.2 to -5.4%.
- Analyzing data with the time period of only two years to complete from start to finish is definitely a limiting factor in success. For example, if a student begins at four levels below transfer in ESL writing or math, he or she would need to enroll in and pass every class each semester in order to successfully complete the transfer level class. The College reduced the number of sections offered over these terms severely impacted the availability of classes. It is not surprising that the numbers are low.
- When disaggregated by ethnicity, data show that in most cases, Asians and White non-Hispanics persist and complete at a higher rate than do Hispanics and African Americans in the areas of English Writing and Mathematics. In the area of ESL writing, Asians completed at a higher rate than Hispanics.
- It is certainly disappointing to see that significant progress is not evident in examining the data given the amount of time and money allocated to basic skills projects. This data will be carefully examined by the Basic Skills Coordinating Committee, who will in turn share it with the appropriate departments to determine how improvements can be attained.

**Long-Term Goals (5 years) for ESL/Basic Skills
Developed in 2012**

Mt. San Antonio College

Goal ID	Long-Term Goal
A	Beginning 2012-13, increase by 2% annually the percentage of basic skills students who participate in basic skills funded interventions that have demonstrated increased student success.
B	Beginning 2012-13, the successful progression rate of basic skills students will increase 5% over the 2009-10 baseline over the next five years.

Activities for 2013-2014 ESL/Basic Skills Action Plan:

1. Promote and support basic skills tutoring services on campus.
2. Track the success and persistence of basic skills students.
3. Increase the number of students who successfully complete the basic skills sequence of English and math within two semesters.
4. Promote and support the development of noncredit basic skills curricula that lead to improvement in student literacy, completion of noncredit certificates, and transition to post-secondary education.
5. Promote and support on campus faculty and staff professional development in basic skills through workshops and activities. (Offer at least two workshops/activities during each primary term).

2013-2014 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date For Completion	Responsible Person(s) / Departments	Measureable Outcome(s)	2013-2014 Funds Allocated to this Activity
1. Promote and support basic skills tutoring services on campus.	A	June 2014	Managers of tutoring centers, BSCC, along with English, Math, WIN, EOP&S, and Amla faculty	<p>Students who are repeating a Basic skills course for the first or second time who receive 90 minutes or more of tutoring will be 10% more likely to pass the course than students who do not receive tutoring.</p> <p>The success rates in basic skills courses will be 10% higher for students who receive 90 minutes or more of tutoring during the semester when compared to the same cohort of students that do not participate in tutoring.</p>	\$493,170

		December 2013	BSCC, Tutoring Center managers, Dean of Enrollment Management, faculty chairs of basic skills classes	Devise a plan for notifying faculty of students who are repeating the course.	
		June 2014	BSCC, Tutoring Center managers, Dean of Enrollment Management, faculty chairs of basic skills classes	Investigate the development of a tiered system of steps to encourage or mandate tutoring for students repeating courses.	
		June 2014	Writing Center Director, English 67 faculty involved in Project	The success rate for students who are enrolled in an English 67 class and are required to participate in a minimum of three DLA sessions with a tutor will be 10% higher than the students in the same cohort of English 67 students who are not required to do DLAs.	

<p>2. Track the success and persistence of basic skills students.</p>	<p>B</p>	<p>September 2013</p>	<p>RIE, BSCC</p>	<p>Track Summer Bridge 2010 cohort students as they progress and monitor their success rates with respect to a comparison group of students who are not in the cohort.</p>	<p>\$25,000</p>
		<p>June 2014</p>	<p>RIE, BSCC, Basic Skills faculty</p>	<p>Track students who do not persist to the next level in a basic skills class and determine why they did not persist to the next level despite having passed the previous class.</p>	
		<p>June 2014</p>	<p>RIE, BSCC, ESL/ABE Faculty, ESL/ABE Managers, Dean, Continuing ED</p>	<p>Track term to term persistence, level to level advancement, and certificate achievement of noncredit students.</p>	

<p>3. Increase the number of students who successfully complete the basic skills sequence of English and math.</p>	<p>B</p>	<p>June 2014</p>	<p>BSCC, managers of tutoring centers, faculty of basic skills classes in the Pathways to Transfer sections</p> <p>VESL Coordinator/Faculty, ESL Director, Dean, Continuing Education</p> <p>Dean of Counseling, Aspire Program Manager, Aspire Outreach Specialist</p>	<p>Students who are enrolled in the Pathways to Transfer sequences will be 10% more likely to complete the English or math sequences.</p> <p>VESL Students who participate in 4+ hours of tutoring support will be 10% more likely to successfully complete the VESL Speaking and Writing courses (highest levels in ESL) and earn a VESL Career Paths certificate in the subsequent term.</p> <p>African American students who are enrolled in the Aspire Learning Communities will complete English 67 & 68, and math 50 & 51 at a rate 5% higher than African American students not enrolled in the Aspire Learning Communities.</p>	<p>\$50,880</p> <p>\$17,250</p> <p>\$27,000</p>
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		August 2014	Dean of Counseling, Learning Communities Coordinator, Summer Bridge Faculty, Tutorial Services	Summer Bridge students who continue with the Bridge program (fall/spring) will complete the English and math sequence at a 15% higher rate than summer Bridge students who do not continue with the Bridge program.	\$87,234
		June 2014	ABE Director, ABE faculty, Dean, Continuing Education	ABE students who receive at least 3 hours of in class tutoring will have a 5% higher course success rate than students who receive no tutoring. There will be a 3-5% increase in noncredit certificates awarded. At least 50% of HS diploma students who receive intervention from an ABE counselor will successfully complete their classes.	\$123,514

			WIN faculty/staff, ABE Director, Dean, Continuing Education	Athletes in WIN basic skills program will achieve at least a 70% course completion rate, an 80% retention rate, and a minimum GPA of 2.5 for fall and spring semesters.	\$26,730
4. Promote and support the development of noncredit basic skills curricula that lead to improvement in student literacy, completion of noncredit certificates, and transition to post- secondary education.	B	June 2014	ESL, ABE Faculty ESL, ABE Managers Dean, Continuing Education	Develop and update ABE courses to align with Common Core and CTE standards and meet the needs of the adult learner transitioning into post- secondary programs and careers. ABE faculty will engage in an ongoing structure for the SLO cycle to ensure that 100% of courses (51) are assessed, outcomes are discussed, and results are used to drive improvement in literacy for basic skills students.	\$173,575

				Two-thirds of the adjunct ESL faculty will actively participate in an all-day retreat to align use of multiple measures and assessment rubrics in the ESL Student Portfolio, which is used to determine student proficiency and progress through the 7 levels of ESL.	
5. Promote and support on campus faculty and staff professional development in basic skills through workshops and activities. (Offer at least two workshops/activities during each primary term).	A/B	June 2014 June 2014	BSCC, Tutoring Center Managers BSCC, Faculty, Professional Development Coordinator	Provide professional development for faculty to promote the use of early alert, tutoring referral, or course policies regarding tutoring. Assess the value and relevance of the information discussed in the workshops/activities to participants teaching or involvement with basic skills students.	\$15,000
				TOTAL ALLOCATION:	\$1,039,353