



[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
 for FY 2013-2014 and Signature Page
 Due October 10, 2014

College Name: Mt. 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, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, 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.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
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	

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

William J. Siggins
 Signature, Chief Executive Officer

9/30/14
 Date

Jan Smith
 Signature, Academic Senate President

9/29/14
 Date

[Signature]
 Signature, Chief Business Officer

9/30/14
 Date



[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014

College Name: Mt. 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 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, 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.

NOTE: LEAVE SHADED CELLS EMPTY.

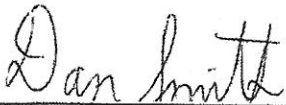
Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		162,445	
B. Student Assessment		1,605	
C. Advisement and Counseling Services		232,649	
D. Supplemental Instruction and Tutoring		579,009	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		32,542	
G.1 Coordination		105,659	
G.2 Research		3,404	
G.3 Professional Development		37,331	
TOTAL:		1,154,644	

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



Signature, Chief Executive Officer

9/30/14
Date



Signature, Academic Senate President

9/29/14
Date



Signature, Chief Business Officer

9/30/14
Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

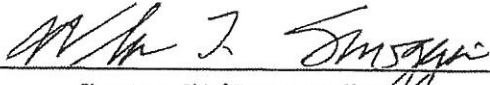
College Name: Mt. San Antonio Community College

Basic Skills funds allocated in 2013-2014 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 Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 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.


NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		48,367	121,645
B. Student Assessment		0	0
C. Advisement and Counseling Services		224,116	3,143
D. Supplemental Instruction and Tutoring		407,007	54,920
E. Course Articulation/ Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		20,579	0
G.1 Coordination		64,319	0
G.2 Research		18,385	0
G.3 Professional Development		25,869	0
TOTAL:		808,642	179,708


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



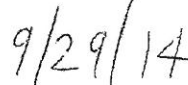
Signature, Chief Executive Officer




Date



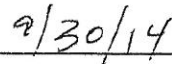
Signature, Academic Senate President



Date



Signature, Chief Business Officer



Date

[2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**

Mt. SAC has demonstrated some commitment towards institutionalization of BSI funded programs. In 2011-12 the College absorbed approximately \$400K in BSI projects and staffing. For example, seven permanent positions (high school outreach counselors and specialists, a research analyst, a learning communities counselor, and a learning communities program specialist) that supported basic skills efforts are now district-funded. Another previously funded project, a basic skills boot camp and test prep workshop for incoming freshman students was institutionalized and expanded in spring and summer 2014 using district funds.

Continuing the progress of institutionalization for more BSI funded programs has been challenging especially with the high numbers of basic skills students attending Mt. SAC. Furthermore, during the recent years of limited state funding, counseling support previously funded through credit and noncredit matriculation funds was subsumed by BSI funding. Although the college's budget has improved and credit matriculation/SSSP funds have been partially restored, Mt. SAC is still recovering from several years of inadequate funding needed for critical services to students. The increased college budget has been prioritized to other critical areas such as replacing gravely outdated equipment, restoring permanent positions that were vacant for multiple years, and addressing critical infrastructure gaps. Moreover, noncredit SSSP funds have not yet been restored and several of Mt. SAC BSI programs support large noncredit basic skills populations in career development and college preparation programs. It is not anticipated that these funds will be restored during the current year, and noncredit programs have few other resources to fund direct services to basic skills students.

- **How are you scaling up successful projects and programs?**

Mt. SAC has prioritized projects that have potential for scaling up and impacting larger numbers of basic skills students. Some of these efforts and successes are listed below:

- Mt. SAC's Basic Skills funding allotment for tutoring interventions that have proven to be successful has increased every year for the last three years. This has allowed the tutoring centers to expand programs such as Tutors in the Classroom (TCs), to create and use of Directed Learning Activities (DLAs) to targeted sections of developmental English, to increase the availability of online tutoring, and to be able to keep the tutoring centers open extended and weekend hours.
- Another successful program, Pathways to Transfer, has grown in size by 71%. In the first semester of implementation (Winter / Spring 2014), this accelerated learning communities program started with seven linked cohorts. By the second semester (Summer / Fall 2014), the program increased to twelve linked cohorts.
- BSI funding has also provided funding to increase counseling and tutoring efforts that serve increasing numbers of students in the noncredit areas of Adult Basic Education and English as a Second Language. This commitment to noncredit basic skills students is intended to promote pathways to post-secondary and the workplace.

- The funding of noncredit professional development and curricular redesign has enabled noncredit faculty to increase pathway opportunities for post-secondary and employment for a larger amount of noncredit students.
 - The total number of students who were served by BSI funded interventions was 14,271; one of Mt. SAC's long term goals is to increase this number by 2% every year.
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Mt. SAC's BSI plan, Student Success and Support Program (SSSP) plan, and the Student Equity plan contain objectives and indicators that work in tandem, including a focus on student outcomes and pathways as well as identifying and supporting disproportionately impacted populations among basic skills credit and noncredit students. The College's BSI fund has historically been committed to increasing the progression of basic skills students towards the completion of certificates and degrees and the attainment of transfer status. BSI Projects have focused on direct services to basic skills students in the areas covered by the SSSP plan, including counseling, early alert and intervention, and orientation to college. The BSI plan uses data in the same manner as SSSP and Student Equity plans in order to inform decisions on student support, evaluate retention and persistence trends, and to measure the progress of students who are in need of additional support. For example, upon disaggregating BSI tracker data for Mt. SAC, it was evident that Latinos and African Americans were not completing basic skills courses as successfully as other groups. This finding, along with others, has informed the College's representation of BSI projects in the SSSP and Student Equity plans. Specifically, the expansion of campus wide tutoring, integrated counseling, and math and English assessment prep boot camps will be included in the Mt. SAC Student Equity Plan. Moreover, the Student Equity Plan is also committed to providing learning interventions to disproportionately impacted noncredit students, all of whom are basic skills students.

The campus BSI plan goals and existing, active projects strongly support the focus on completion, transfer, and pathways which are foundations of the SSSP and Student Equity plans. For example, the current Pathways Project promotes acceleration through the basic skills sequence with the support of a learning community structure. The Bridge program has several years of stellar outcomes such as high rates for both successful course completion and achievement of transfer level English and math. Mt. SAC's BSI plan has also provided funding for curricular interventions and professional development that are targeted at improving outcomes for the most at-risk students, which is also an important goal of the SSSP and Student Equity Plans.



**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
<u>English Writing: Three Levels Below Transfer (LERN 81)</u>	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 (551) 32.6%	-.2%
One Level Below Transfer (English 68)	F' 2009 (1098) S' 2011 (602) 54.8%	F' 2011 (737) S' 2013 (435) 59.0%	+4.2%
<u>ESL Writing: Four Levels Below Transfer (AmLa 41W)</u>	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 (81) 45.2%	F' 2011 (118) S' 2013 (57) 48.3%	+3.1%
<u>Mathematics: Four Levels Below Transfer (LERN 49)</u>	F' 2009 (965) S' 2011 (12) 1.24%	F' 2011 (859) S' 2013 (11) 1.2%	-0.04%
Three Levels Below Transfer (Math 50)	F' 2009 (741) S' 2011 (48) 6.48%	F' 2011 (736) S' 2013 (33) 4.4%	-2.08%
Two Levels Below Transfer (Math 51)	F' 2009 (409) S' 2011 (59) 14.43%	F' 2011 (297) S' 2013 (44) 14.8%	+3.7%
One Level Below Transfer (Math 61/71/71A/71X)	F' 2009 (1069) S' 2011 (356) 33.3%	F' 2011 (648) S' 2013 (172) 26.5%	-6.8%

Data Source: CO Basic Skills Cohort Tracker, 09/2014

Data from the Basic Skills Cohort Tracker compared two Mt. San Antonio College basic skills cohorts in 2009-2011 and 2011-2013 to determine completion of transfer level courses. As evidenced by the data in the last column, the percentage of change for all cohorts between these two time periods ranged from -6.8% to 4.2%. While some cohort data reflect increases, these results indicate that continued efforts to improve progression and completion rates are critically needed.

Mt. SAC is focused on improving the progression of basic skills students; however, categorizing Mt. SAC's basic skills program as more or less successful based on this data would not provide an accurate representation of college outcomes. This data appear to provide a narrow representation of college outcomes for basic skills students. Analyzing this data over multiple two year time periods is a limiting factor in identifying those who reach a transfer level course. This is especially true if students are three to four levels below transfer. For example, if a student begins at four levels below transfer in ESL Writing or Mathematics, he or she would need to enroll in and pass a class each semester to successfully complete a transfer level class. Due the state's budget shortages, in 2011-13 the College greatly reduced the number of sections offered which severely impacted the availability of classes. Therefore, a comparison of the two cohorts may not represent the most accurate progression data. Moreover, disaggregating data by ethnicity shows that in English and math courses one or more levels below transfer, Asians and White non-Hispanics persisted and completed at a higher rate than Hispanics and African Americans. Thus, Hispanic and African American basic skills math students have been disproportionately impacted and are in need of a combined effort among different funding sources. Mt. SAC has prioritized in its Student Equity Plan for direct support services to Hispanic and African American underprepared students. By leveraging various sources to assist these students, cohort completion rates are likely to increase over time. Finally, although achieving transfer level is a desired goal, a large number of basic skills students have alternate goals that are not transfer. These may include certificates, job advancement, and life improvement. By taking one or two courses students can often gain the literacy needed to achieve these goals.



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

English Writing

As mentioned in the previous paragraph, there are logical reasons and external conditions to explain the lack of change in the completion rates for the LERN 81 students. The fact that the English 67 completion rates did not show improvement over the two years is eye-opening. There have been several College basic skills projects with data that show significant improvement of the success rates for English 67 students; thus, it was assumed that overall cohort completion rates would have also increased. This is a reminder that unless these projects are brought to scale and focus on not only the success but also the progression through the sequence, the completion rates will not likely improve.

ESL Writing

The completion rates of students who start in both AmLa 42W and AmLa 43W have improved significantly over two years. Students in these courses have participated in projects that provide specialized tutoring and tutors in the classroom. Also, a portion of these students are F-1 students who are under very strict time restraints to finish their studies and transfer. These same students are also often not affected by outside factors such as jobs, families, and financial restraints, all of which are cited as typical reasons why students do not persist.

Mathematics

Overall, the basic skills math students included did not increase success over two periods and in some instances, there was a decrease in success. Although the Math 61/71 showed the highest decrease in success, it should be noted that they were not eligible for direct services provided by BSI funded projects. Thus, these students had less access to direct support services which may partially explain the decrease. Further, upon disaggregating the data for each level of mathematics, additional information and factors that may have affected success emerged. For instance in both cohorts of students who began four levels below transfer, 16% and 17% had identified disabilities. A very small number of these students completed a transfer level course within the two year period. This could indicate that in order for these students to reach transfer level, they may need longer than two years during which there are ample class sections available. Projects such as assessment test preparation that could partially accelerate the math progression are being supported this year by basic skills funding and should help reverse some of the trends reflected by the above data.

Mt. SAC faculty and staff have recognized the need for improving the progression and completion rates for English and math transfer classes and established a program to achieve this goal. One that has already shown promise is the Pathways to Transfer Program. Pathways students enroll in supported learning cohorts and complete three semesters of basic skills and transfer English and Math classes within two semesters. The first year of data show positive success; therefore, more Pathways links have been added for future semesters. It is evident that successful programs such as this need to be scaled up so that the College's overall completion rates and progression to transfer level courses can improve.

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

Due October 10, 2014

College Name: **Mt. San Antonio College**

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this 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.	\$568,398
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.	\$418,357
TOTAL ALLOCATION:		\$986,755

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

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

Signature, Chief Instructional Officer _____ Date _____ Signature, Chief Student Services Officer _____ Date _____

Due October 10, 2014

College Name: **Mt. San Antonio College**

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
1. Promote and support basic skills tutoring services on campus.	A	June 2015	Managers of tutoring centers, BSCC, along with English, Math, WIN, and AmLa faculty	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. 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.	\$568,398
		June 2015	BSCC, Tutoring Center managers, Dean of Enrollment Management, faculty chairs of basic skills classes	Set up a task force to investigate the development of a tiered system of steps to encourage or mandate tutoring for students who are repeating courses.	

		<p>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>	
<p>June 2015</p>	<p>Writing Center Director, English 67 faculty involved in Project</p>	<p>Levels 4-6 Noncredit ESL students completing two or more SDLAs in the LLC with the Faculty-Tutor will have a 5 % higher success rate than students not participating.</p>	
<p>June 2015</p>	<p>LLC Manager, Director, ESL, Dean , Continuing Education</p>	<p>The success rates will be 10% higher for students who complete a basic skills class supported by a Tutor in the Classroom TC) during the semester when compared to the same cohort of students that are enrolled in the same basic skills courses that are not supported with a TC.</p>	
<p>June 2015</p>	<p>Writing Center Director, English 67 and AmLa Faculty</p>		

<p>2. Increase the number of students who successfully complete the basic skills sequence of English and math.</p>	<p>B</p>	<p>June 2015</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>ABE Director, ABE faculty, Dean, Continuing Education</p> <p>ESL faculty, Director, ESL, Dean, Continuing Education</p>	<p>Students who are enrolled in the Pathways to Transfer sequences will be 10% more likely to complete the English or math sequences when compared to the cohort of students who are not enrolled in the Pathways sequence.</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>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.</p> <p>At least 75% of the noncredit ESL students who complete the Give Me 20 reading program (3 book reports and pre/post surveys) will show a 10% larger reading gain from their midterm to final tests as compared to the reading gain for an equivalent number of students (random sampling) who did not participate in the Give Me 20 reading program during fall 2014 and again in spring 2015.</p>	<p>\$247,323</p>
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3. 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 2015	ESL, ABE Faculty ESL, ABE Managers Dean, Continuing Education	Develop and update ABE courses that 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. 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.	\$161,034
4. Promote and support on campus faculty and staff professional development in basic skills through workshops and activities.	A/B	June 2015	BSCC,	Provide professional development for faculty to promote student success for basic skills students.	\$10,000
TOTAL ALLOCATION:					\$986,755

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

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

Signature, Chief Instructional Officer _____ Date _____
Signature, Chief Student Services Officer _____ Date _____



[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014

NOTES: Reminder that 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 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, 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, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

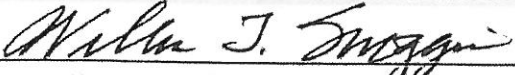
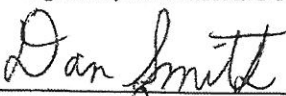
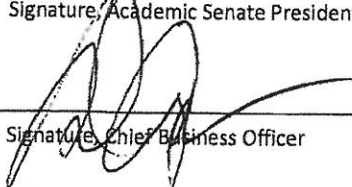
College Name: Mt. San Antonio Community College

2014-2015 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
Madelyn Arballo	Director of Adult Basic Education	marballo@mtsac.edu
Rosa Royce	Associate Vice President of Fiscal Services	rroyce@mtsac.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	77,051
Student Assessment	0
Advisement and Counseling Services	77,560
Supplemental Instruction and Tutoring	693,708
Coordination & Research	130,030
Professional Development	10,000
TOTAL:	988,349

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

 _____ Signature, Chief Executive Officer	<u>10/17/14</u> _____ Date
 _____ Signature, Academic Senate President	<u>10/16/14</u> _____ Date
 _____ Signature, Chief Business Officer	<u>10/20/14</u> _____ Date