

# ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

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## California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

### 1a. What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

Cuesta College has augmented Basic skills funding for tutoring, increasing the number of student hourly tutors by one third since 2014, as well as increasing hours of our five classified tutors. In addition, the number of embedded tutors has been increased from one to ten to support in BSI courses, including Math, ESL, College Success Studies, and English.

Furthermore, the Student Support and Success Committee, which has oversight for BSI activities, reporting and funding, has researched and approved institutionalizing an Early Alert system, which will support our Basic Skills students. We plan to use part of our BSI allocation to provide professional development to faculty in the use of the system, to ensure that it is implemented effectively to promote student retention and success.

Cuesta is currently in the planning stages of institutionalizing a First Year Experience/Learning Community program, to roll out in Fall 2016. Though not currently funded by BSI, the students who will benefit from the program will be BSI English and math students, and as with the Early Alert system, BSI funds have been allocated for the faculty work in curricular redesign.

### 1b. What are the obstacles in doing so?

One obstacle that prevents Cuesta from achieving all of our goals includes a funding decrease with our continued loss of enrollment. As a result, we must continue to rely on and Student Equity categorical funding to fund the majority of our tutorial support, and we also continue to be unable to fund new classified positions solely using general fund resources.

Another obstacle is garnering faculty support to roll out curricular improvements, as the most effective institutional change comes from the bottom up. One cause is that prior to our re-affirmation with ACCJC in February 2015, the majority of our College-wide efforts have gone towards the successful re-affirmation of our accreditation, limiting faculty and administration's

time to invest in promising practices to effect positive change. We have already implemented efforts to improve engagement, including an off-site faculty retreat in March 2015 focused on success and retention.

**2a. What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)**

- We have expanded our collaboration between our college and local high schools through **Get Focused, Stay Focused**, a collaboration between the college and local high schools. The program, a well-developed course of instruction for high school students, teaches students to plan and prepare for college, and involves offering a career and educational planning course to high school freshman through dual enrollment. In the course, students assess career and educational interests, explore career options, and develop and 10-year plan. In 2014-2015, the partnership began with one high school district. For 2015-2016, this course offering was expanded to four more high school districts and two charter schools.
- We have expanded our tutorial support to include eleven more embedded tutors and 25% more student hourly tutors. Classified tutor hours were also increased and institutionalized. Tutorial also expanded by instituting a free online tutoring platform, NetTutor, to support our Distance Education students and provide additional academic support to all students 24/7.
- We have expanded our ESL program through the redesign of our ESL instructional sequence, combining our Credit and Non Credit ESL programs. By moving our lowest level ESL courses to non-credit, the time required to successfully complete the credit program has been reduced by two semesters. This curricular change also allows students to preserve more of their financial aid for future courses and promotes more professional collaboration among faculty. Additionally, we have expanded our BSI retention assistants, who have helped in coordinating intake processes for noncredit ESL students. Previously, they had served only the credit ESL students.
- BSI funding has allowed for expanded professional development opportunities for credit ESL instructors in non-credit Civics training, and continues to support both credit and non-credit instructors in attending professional conferences such as CATESOL and 3CSN Communities of Practice, such as Reading Apprenticeship. Cuesta College hosted a regional one-day R/A training last fall. An additional goal for BSI is to expand professional development opportunities by 5% this next year. As a result of the success in R/A, another goal for the College is to expand Reading Apprenticeship in the STEM areas.
- Faculty have begun providing pre-semester multi-disciplinary “prep” workshops, growing in number each semester. The courses give students a brief review of the material in advance of the term and help students experience being college students before the semester begins.
- The Student Success and Support Program Plan (SSSP Plan) has resulted in a more student support campus-wide, expanding counseling, orientation, and assessment services. A key piece is the Student Education Plan, ensuring students begin a pathway towards their academic and/or career goals.

- The Student Equity Plan has also expanded, this year by provided funding for additional tutorial support, a programmer for identifying our under-represented subgroups, increased professional development funding for faculty, and 2.5 FTE for Academic Success Coach positions, as well as funding for a new software platform for managing our Student Learning Outcomes, Elumen, as well as our new online tutoring platform, NetTutor.
- We have expanded our Cuesta Promise Scholarship, paying all fees for every new San Luis Obispo county high school graduate from one semester to a full year.

**2b. How were you able to successfully accomplish the process of expanding or “scaling up” these successful projects and programs? (Please provide descriptions for each project/program).**

- We were able to expand **Get Focused, Stay Focused** through a pilot with one school first, which helped to explore the successful implementation that the collaboration requires before scaling up to include more high school districts and charter schools.
- Expanding face-to-face tutorial services involved supplementing from one embedded BSI mathematics tutor to ten embedded BSI tutors, using funding from Student Equity Plan dollars. When general funds were exhausted, we were able to allocate a 25% increase in student hourly tutors using Student Equity funds. Being careful not to supplant, we funded the tutors assisting basic skills students with BSI dollars first. We monitored student need and faculty input to determine what types of tutors to hire and in what disciplines. Student Equity funds also provided the funding to purchase our online tutorial platform, NetTutor, using both general fund money and Student Equity funding.
- The re-design of our ESL program was a huge endeavor. It involved regular meetings of credit and noncredit faculty, as well as the coordinator and Division Chair, to re-write Student Learning Outcomes and make the curricular changes. It involved learning the different regulations such as CASAS testing, managed enrollment vs. open entry/open exit, and getting the buy-in and support from administration. Also, the noncredit ESL faculty, who had been part of Cuesta’s Continuing Education program, joined the Student Development and Success Division, which is in the Arts, Humanities, and Social Sciences cluster. In this new structure, the noncredit ESL faculty work under the direction of an academic division Chair and the cluster Dean.
- The expansion of professional development for credit and no-credit ESL instructors was and continues to be a necessary component of the ESL curricular redesign, with the move of our lowest credit ESL courses to non-credit. For example, the re-design involved the credit faculty being trained in non-credit content, such as ESL Civics. This is still rolling out.
- Prep workshops are a best practice other community colleges are implementing to promote student success and retention. Two mathematics faculty planned the first workshops two semesters ago as a pilot, with nine faculty conducting the workshops three days prior to the start of the semester. The workshops were met with very positive feedback from students, and this success and student feedback was shared with the Student Support and Success Committee (SSSC). The same mathematics faculty collaborated with the SSSC and the Interim Director of Student Equity and Success Centers, determining how to reach out to faculty (we used email and committees, and division chairs) and also how to get the word out to students more effectively regarding these prep workshops. The result was the number of prep course offerings tripled this past August, and included several more disciplines, and workshops where faculty collaborated to

combine disciplines for prep presentations, such as accounting and mathematics, and mathematics and physics. The feedback has once again been very positive from both students and faculty. Faculty are not paid for the time they put in, since it is outside of their contract, but are able to use the time towards their annual required hours of professional development.

- The expansion of Student Success and Support (SSSP Plan) services has been the hard work of the SSSP Plan Coordinator, in combination with the Director of Counseling and the Vice President of Student Services. The Student Support and Success Committee has also been supportive in the development of the SSSP Plan, providing guidance and feedback as the Plan rolls out.
- Similarly, the Student Equity Plan development has been supported by our SSS Committee, and the growth of the Plan elements have also been supported by the Vice President of Academic Affairs, the Vice President of Student Services, and the Dean of Humanities. Human Resources has assisted in personnel issues, and accounting has helped with budgeting questions and legalities.
- The Cuesta Promise scholarships were initially possible through an eight million-dollar donation from a local family. Through careful management of the funds, the interest the money is accruing has allowed Cuesta College to extend the scholarship funding from one semester's tuition to two (one full year).

### **3. How are you integrating your basic skills efforts with your college's SSSP plans?**

The Student Success and Support Program Plan Coordinator is actively involved with the Student Support and Success Committee, working closely with the Basic Skills Initiative Coordinator, the Associate Director of Continuing Education and Special Programs, and the Director of Student Equity and Success Centers. Along with faculty, deans, division chairs, counselors, student services staff, and vice presidents, all work on the development, revision, integration, and implementation, and ongoing assessment of the vital new Student Success Initiative plans, including BSI, SSSP Plan, the Student Equity Plan, and AB86.

Student Success and Support Program Plan funding must be expended on Core Services, including **orientation; assessment; counseling, advising, or other education planning services; and/or follow-up for at-risk students.** As all basic skills students are defined as "at-risk students," many SSSP services directly support basic skills students. These integrated activities also help to support Cuesta College's Strategic Plan 2014-2017, both in Institutional Objective 1.4, "Increase ESL credit course success and improvement rates by 2% annually," and Objective 1.5, "Increase basic skills course success and improvement rates by 2% annually."

In the Core Service areas of **orientation**, SSSP coordinates substantive in-person ESL orientations for all new students, which incorporate an abbreviated Student Education Plan. The ESL student population, for whom the English version online orientation may not be appropriate, is directed to attend the in-person ESL orientation prior to the start of the semester. This orientation also includes the eight elements required of all orientations. In addition, work is underway to translate the online orientation into Spanish. Thus, ESL students are supported by SSSP through the orientation process.

In the Core Service area of **assessment**, two full-time Enrollment Success Specialists, funded by SSSP, were hired to assist students with completion of the core SSSP requirements. One of the specialists serves the San Luis Obispo and South County area, while the other serves the North County Campus. The Enrollment Success Specialists hold lab hours for any students needing to complete the online orientation on both the San Luis Obispo and North County Campuses. Students are referred to the lab once they have completed assessment testing. Both ESL and basic skills students benefit from these Enrollment Specialists. Finally, SSSP funds have recently funded a Bilingual Assessment Proctor.

For **counseling**, in-person counseling is available year-round by [appointment](#) and via [walk-in](#) on the San Luis Obispo and North County Campuses. In-person counseling at the South County Center is available by appointment and walk-in during the fall and spring terms. Students can also communicate with counselors via email, phone, or [online chat](#). The departmental web site provides a service called [Smart Q&A](#). The [Counseling and Transfer/Career Center web site](#) also contains college information, announcements, links, and resources to assist students. Finally, a new full-time bilingual North County Campus counselor was hired in Summer 2015 to support our ESL Spanish-speaking students, funded by the SSSP Plan.

**Follow-up services** for students identified as at-risk /basic skills (also available to all students at Cuesta), are identified based upon their enrollment in courses coded as basic skills in MIS. Some of the specific services recommended by the particular at-risk/ basic skills student type include: academic counseling services; Academic Dismissal Reinstatement Workshop; assessment retesting; career assessment with a counselor; completion of Student Education Plan; Early Alert Notification (pilot in 2015-2016); enrollment in a College Success Studies course such as College Success Lab, Learning Essentials, or College Success (most of which are coded in MIS as Basic Skills); enrollment in a Wellness Arts class; a follow-up orientation; or another service such as CalWORKS, DSPS, EOPS, ESL, or Financial Aid. Also, ESL Retention staff calls students any time an ESL student misses two consecutive classes (funded with BSI dollars). Additionally, students may be referred to an online or in-person workshop for overcoming procrastination, or memory techniques & study skills. At-risk basic skills students may also be referred to Student Success Center Tutoring, including Math Lab (where the tutors in the Basic Skills Math Lab A are funded with BSI dollars), Writing Center, academic tutoring, or online tutoring through NetTutor, or Edmentum skill-building software for core disciplines and/or exam prep. Finally, follow-up presentations are made to share resources and success strategies with students. Additional counseling services take place via classroom presentations or workshops. Counselors and support staff visit Basic Skills English, mathematics, and ESL credit courses each semester to encourage students to take the online orientation, and discuss GE/CUS requirements and career options. They also encourage the basic skills students to make an appointment to complete a Comprehensive Student Education Plan (CSEP). Some Basic Skills instructors give credit for students who go to a counselor to complete a CSEP, or allow students to complete the CSEP in class. Work is underway to develop a plan that ensures that all Basic Skills courses receive these classroom presentations.

#### **4. How are you integrating your basic skills efforts with your college's Student Equity plans?**

Student Equity Success indicators, as defined in Title V, apply to Basic Skills students as well, and the integration of BSI and Equity planning is ongoing through our College committees and task forces. Of the **five success indicators of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer**, Cuesta College's Student Equity Plan 2014-2017, which offers a detailed analysis of various student populations' rates of success across the curriculum, proposes a set of strategies to mitigate the disproportionate impact for student success that some groups of students experience. In other words, two student populations, African American students and Hispanic Students, are revealed through data analysis to succeed at disproportionately lower rates than other student populations at the college. Data analysis reveals that overall course completion rates (percentage of students attempting a course and completing with a C or better) are disproportionately lower for both African American students and Hispanic students. When viewed through the specific lens of Basic Skills courses in English and mathematics and in English as a Second Language, it is evident that the impact of lowered success rates disproportionately affects African American and Hispanic students. The Basic Skills Initiative strategies, therefore, are aligned with the Student Equity Plan's strategies to help improve student success for African American and Hispanic students at Cuesta College in particular, while working to improve students' success in Basic Skills and ESL courses for students in general. Consequently, the majority of the District Equity Goals within the Student Equity Plan (SEqP) should be considered integrated efforts with BSI efforts, as both plans promote student success for essentially the same populations.

Perhaps the one DEG we have begun to implement most effectively is DEG C.8: Increasing the accessibility of tutoring for Basic Skills and ESL students. Embedded tutors have increased ten-fold in BSI courses, thanks to Equity funding. One comment received during the report of last year's BSI data to Cuesta's Academic Senate was that the intensive, non-STEM math students in Math 128, Applied Algebra, had previously received BSI tutorial support, and the mathematics instructors felt that it was unjust to take the tutorial support away from these students, for whom mathematics was not easy, once they made it to a degree-applicable course. If anything, they argued, support should be intensified. How fortunate, then, that Equity dollars became available to help these former BSI students with embedded tutors, who now support the Math 128 students in many sections. In fact, of the 25% increase in tutorial hours, at least 15%, came from augmenting existing math tutorial support, including not only embedded tutors in the classrooms, but also extending classified math tutor hours and student hourly math tutors in the Student Success Centers.

Also increasing the accessibility of tutoring for Basic Skills and ESL students (DEG C.8) is the recent implementation of a new online 24/7 tutorial platform, NetTutor, funded with SEqP money. Listed as separate District Equity Goals B.5 and C.4, the service is available for all registered students at Cuesta, including basic skills and ESL students. The many ESL and basic skills students are working, and/or working parents, or have limited transportation options to get to campus, so utilizing face-to-face office hours for academic support on campus is not an option for them. NetTutor provides a Question Center, where student may post questions on the World-Wide Whiteboard, live Academic Tutoring in multiple subject areas, and a Paper Center, where

students can submit a paper for any class for review. This online tutorial option is a way to serve the special needs of our basic skills and ESL population, and may also contribute to their success and course completion.

The next District Equity Goal that will effectively serve BSI students is the 2.5 FTE positions as Academic Success Coaches. These positions from DEGs B.4 and B.9 and C.5 will augment the SSSP Student Enrollment Specialists positions, providing intrusive academic support, as well as guidance and outreach for targeted students identified through assessment scores, Early Alert, and counseling referrals. Their target will be the same subgroups: the African American and Hispanic student populations with low **course completion rates**, and ESL and Basic Skills students with low **completion rates**.

A fourth DEG, B.2 and C.2, integrated with BSI, is hiring a .50 FTE programmer with the goal of increasing research capacity within Institutional Research. This specialist writes time-consuming code, which in turn allows more time for our analysts to extract, compile, and analyze specialized sub-group data. This in-depth search enables us to locate the under-represented Basic Skills, ESL, and African American students, track their progress, completion rates, and identify which services they are utilizing or under-utilizing. Consequently, the Academic Success Coaches and Enrollment Specialists know where to refer these students for additional support.

The fifth DEG is the collaboration between BSI and SSSP, DEG B.6 and C.6. Students identified in the two programs will be required to complete the assessment process, the orientation, and the Comprehensive Student Education Plan, as well as declare a major. Completing these Core Services will contribute to BSI, ESL, and African American student success, providing the opportunity to determine their educational and career pathways, and in turn positively influence their completion rates.

Finally, BSI and ESL students benefit from District Equity Goals B.8 and C. 7, the Student Success Festival held annually during the fall semester. Promoted through the SSS Program, the festival provides students a one-stop shop for learning about campus resources such as counseling, EOPS, Health Center; and academic disciplines; campus clubs, and more. There is a raffle for prizes and free lunch, and the questionnaires students are required to complete provide feedback for our Student Learning Outcomes. This event is well attended and promoted through Division Chairs, counseling, and the Student Support and Success Committee.

In addition to the District Equity Goals, the SEqP budget and allowable expenditures also support professional development and textbook support. SEqP dollars funded a faculty retreat last spring, where the focus was student retention, clearly aligned with BSI and Student Equity goals. SEqP also funded participation in the ACTLA national tutorial conference in San Francisco, where the participants were able to bring two of the presenters from 3CSN back to Cuesta and present their successful tutorial models to faculty and administration. A more rigorous tutorial training is being implemented in our Success Centers as a result, which will improve the quality of support for all of our students, including BSI and ESL. Lastly, the SEqP expenditures allow for textbook support for students, and a purchase order has been set up for Basic Skills math, ESL,

College Success Studies, and English students to receive vouchers at the Cuesta Bookstore, to offset the cost of their texts. Instructors can also use the funds to purchase class sets of BSI course texts and/or place more of the class texts on reserve in the library.

Clearly, the in-depth crossover between the SEqP and BSI plans provides more comprehensive support for our BSI and ESL student populations.

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

**Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.**

**Mathematics:**

The cumulative data analysis from the Basic Skills Cohort Tracker Tool measuring the success of math students with cohorts in all four levels below transfer level showed an insignificant decrease in success from FY 2011-13 (57.8%) to FY 2013-15 (57.34%) with a z-score of 0.38 and  $p=0.3524$ . To get a clearer picture of the effectiveness of increased tutoring for basic skills students and the implementation of the accelerated elementary/intermediate algebra course (starting Spring 2013) for non-STEM students, we looked at cohorts who started three levels below transfer (pre-algebra). The results were mixed. Comparing the two cohorts, we were more successful in 2013-15 than in 2011-13 for course progression and program success. However, when looking at course success rates at each level, we were more successful in 2011-13 than in 2013-15.

**Course Progression and Program Success:** The 2013-15 cohort demonstrated higher rates of program success than did the 2011-13 cohort. Within the given two year period, 8% of the 2013-15 cohort progressed to a transfer-level class, and completed the transfer-level class successfully, while 5% of the 2011-13 cohort did so.

Since we are only considering a two year window when looking at success rates, it is informative to look at the percentage of students who successfully completed an AA Degree applicable math class (one level below transfer, intermediate or accelerated elementary/intermediate algebra.) For the 2013-15 cohort, this rate was 24%, while for the 2011-13 cohort it was 18%.

Another statistic of interest was the percent of the cohort, which enrolled in a transfer level class. 15% of the 2013-15 cohort did so. For the 2011-13 cohort, this rate was 6.5%. We also looked at loss of progression after completion of intermediate or accelerated elementary/intermediate algebra and found that the rate was much lower for the 2013-15 cohort – 37%. This value for the 2011-13 cohort was 61.5%.

**Success Rates Per Level:** At three levels below transfer, the success rate was 70.5% for the 2011-13 cohort and 68.1% for the 2013-15 cohort. At two levels below transfer, the success rate was 74% for the 2011-13 cohort and 68.1% for the 2013-15 cohort. At one level below transfer, the success rate was 71.4% for 2011-13 and 64.3% for 2013-15. For transfer level, the



success rate was 77.8% for 2011-13 and 52.9% for 2013-15. When disaggregating the data, we noticed one group that stood out for lower success (and progression) rates: 18 and 19 year old males, particularly Hispanic.

The Math Division was heartened to learn that course progression and program success rates have improved. We are quite concerned that success rates per level have gone down, but are hopeful for future cohorts starting three levels below transfer because of curricular changes to the pre-algebra class, which includes increasing its units from 3 to 4, effective spring 2016. This will allow more time for review of prerequisite material and in class practice of challenging topics. Also, through the implementation of Cuesta College's Student Equity Plan, several math instructors are using embedded tutors in their pre-transfer level courses, which we believe will also help to improve success rates.

### **English as a Second Language, Credit:**

ESL data analysis has led to faculty's major revisions of curriculum, eliminating some courses and adding others. Beginning fall 2013, we discontinued our intermediate to advanced integrated skills courses (ESL 003, 004, 005, and 006) and began implementing new reading and writing courses and separate grammar courses. We also accelerated our courses, reduced our course sequence by one full year, and added a new advanced reading and writing course (two levels below transfer). This acceleration, which was designed to increase our Scorecard completion rates, adversely affected student success rates because students had less time in which to acquire the requisite skills and meet Student Learning Outcomes. Students without the requisite academic proficiency for this accelerated curriculum have been referred to non-credit ESL courses, where their pathways for developing English proficiency may be better served. Furthermore, the district has experienced a decrease in enrollment overall, and a sharp decline in ESL enrollment since 2013. Prior to 2013, the majority of ESL students in our program were in integrated skills courses. Beginning in 2013-2014, we had a greater percentage of students enrolled in our accelerated writing courses.

As a result of our curriculum changes, the Data Mart Tracker has been ineffective in helping us accurately track the progress of students. We have, therefore, relied on our local, internal data to assess our program. Using our internal data, we assessed the success and "success lost" (the percentage of successful course completers who did not go on to attempt the next course) of our intermediate students (ESL 053) and their progression to our high-intermediate course (ESL 054), and then their progression to our advanced-level course (ESL 099E). However, since all of these courses were first offered in fall 2013, we do not have earlier cohort data with which to compare them.

Our data shows that of the approximately 59% of the students who were successful in ESL 053, only 38% succeeded in ESL 054. In ESL 099E or English 099, 50% of the continuing students were successful. However, our data also shows that of the students who were successful, more are progressing to the next higher level than in previous years. For example, 65% of the fall 2013 ESL 053 cohort progressed to ESL 054. And 53% of these students progressed to ESL 099E or English 099. For fall 2011, only 48% of ESL 004 students progressed to ESL 006A. In the

2011/2013 cohort, 69% of successful students continued in the program. In the 2013/2015 cohort, 74% of successful students continued in the program, for an increase of 5%. This shows that while our success rates may be lower, of the students who are successful, more are progressing to higher-level coursework than in earlier cohorts. Compared to males, a somewhat higher percentage of females in the ESL program are successful and progress to higher-level coursework. However, there are 10% more females than males in the 2013/2015 cohort. Regarding ethnicity, the majority of our students continue to be Hispanic, with a 3% increase in the number of Hispanics in our program from 2011/2013 to 2013/2015. The ESL program continues to implement abbreviated Student Educational Plans, which help to emphasize student goal setting, as a strategy for improving course progression and completion rates. Also, beginning in fall 2015, we discontinued our beginning-level credit ESL courses, 001, 002, and 015, which were six and five levels below transfer and placed these students more appropriately into noncredit ESL courses, which may more accurately align with their goals. We anticipate that this shift will positively impact our success, progression, and completion rates for future cohorts of credit ESL students.

### **English Writing Discipline:**

Data analysis for Question #5 has two inaccuracies that negate the validity of the data, due to the courses that populate the fields, and how the fields are disaggregated. For example, English 156, at one level below transfer and including the overwhelmingly highest enrollment (attempts), should not be included in the CCCO Academic Affairs Excel spreadsheet for this analysis because it is part of degree and certificate programs. The district is currently addressing this discrepancy. Currently, these students do not qualify for Basic Skills-funded support and/or interventions. The second issue is the spreadsheet's disaggregation of Reading and Writing as separate disciplines. Both courses at one and two levels below transfer at Cuesta, English 156 and English 99, are actually integrated courses: College Reading and Writing, and Basic Reading and Writing. The problem is that the spreadsheet counts them only as Writing courses. The scores that appear for Reading are from Cuesta's College Success Studies developmental reading and writing courses, and include a very small portion of the sample. As a result, reading success is not measured for the majority of Basic Skills students using the Excel spreadsheet. Consequently, this analysis will not be as accurate as the analysis using the more valid local measures available. Hopefully, the work underway with the Common Assessment Initiative will help remedy this problem.

In the English Writing Discipline, Excel analysis shows the '13-15 cohort was slightly, but not significantly, more successful than the 11-13 cohort. The 11-13 cohort scored a percentage of .6703, whereas the 13-15 cohort improved to .6799, with a z test score of .64. The slight increase in writing success may be related to our efforts in making sure faculty who have not taught Basic Skills levels classes before, or not for a while, receive mentoring from our more experienced Basic Skills instructors, review sample syllabi and assignments, and have access to a concise handbook related to each course (099 and 156). Local data compares the same cohorts as the spreadsheet, but follows the successful completion of English 099 and 156, through transfer-level English 201A (composition). 18-19 year-olds make up the predominant age group, growing from 75% of the cohort in 11-13 to 80% in 13-15. A difference from last

year's report was that 82% of the 11-13 cohort were successful in English 99, whereas the number decreased to 77% of the 13-15. This drop in success of English 099 within the 13-15 cohort may be due in part to the implementation during that time of a new assessment tool, Accuplacer, which has resulted in fewer students placing into a one level below transfer (English 156), and more are placing into our two-levels below transfer course (English 099). Instructors have observed that the English 099 students in the 13-15 cohort have presented with a lower skill set than previously. The lower level of success also reinforces the need for Cuesta to implement a First Year Experience/Learning Community, currently in the planning stages, to provide the institutional support for our predominant age group's success. Finally, the Writing Center tutorial is under revision, with plans to include more active faculty involvement in the Center, which we also hope will better support the English 099 students, as well as all other writing courses.

An area where we were able to demonstrate more successful progress was the increase between the two cohorts in the successful completion of transfer-level English, 70% to 79% in the 18-19 year-old cohorts, and 73% to 80% overall. This suggests that the two prior Basic Skills English classes and support the students were provided were effective in preparing the students for the rigor of transfer-level English.

Successful completion rates are another area of successful progress when comparing ethnicity within the two cohorts in English. In the 11-13 cohort, only 29% of Hispanic students had successful completion; completion rates for Hispanics in 13-15 increased to 43.75%, a nearly 15% improvement. There remains a clear discrepancy, however, in Hispanic male success rates in passing English 99, between female Hispanics and also white males. The 11-13 cohort had a 63% Hispanic male success rate in English 99 vs. 94% Hispanic females; in 13-15 it was 64% vs. 78%. The disparity between Hispanic males and their white male classmates is also significant in English 99: in '11-'13, 66% of Hispanic males passed vs. 85% of white males, and in 13-15, the difference between the two groups was 64% vs. 76% respectively. Hispanic males are also a subgroup targeted for support within Cuesta's Student Equity Plan, which will fund professional development opportunities specifically addressing the needs of students of color, and directed academic support along with BSI, plan to provide additional support for this population. Programs such as the Puente Project, which is specific to the Hispanic population, should also be explored.

#### **English Reading Discipline:**

Data provided for Question #5 has two inaccuracies that negate the validity of the data as a result of the population of courses and the disaggregation of the fields. For example, English 156, at one level below transfer and including the overwhelmingly highest enrollment (attempts), should not be included in the spreadsheet for this analysis because it is part of degree and certificate programs. Therefore, these students do not qualify for Basic Skills-funded support and/or interventions. The second issue is the assumption that all colleges instruct Reading and Writing as separate disciplines. Both courses at one and two levels below transfer at Cuesta, English 156 and English 99, are actually integrated courses: College Reading and Writing, and Basic Reading and Writing. The problem is that the spreadsheet counts them

only as Writing courses. The scores that appear for Reading are from Cuesta’s College Success Studies developmental reading and writing courses, and include a very small portion of the sample. **For example, the total attempts for English 156 and 99 are over 4,000, whereas the total Reading attempts are 113.** As a result, reading success is not measured for the majority of Basic Skills students using the spreadsheet provided.

**To address the Reading Discipline**, the small Excel analysis with an “n” of 113 students for whom we do have data shows the 13-15 cohort was less successful than 11-13 cohort, but not significantly so. The 13-15 cohort scored a percentage of .5574 whereas the 13-15 cohort decreased to .4231, with a z test score of 1.44. In the meantime, the developmental curriculum for these courses has undergone significant revision, and we hope that the clearer learning outcomes and increased rigor will result in more successful students. Other local data analysis included in the Writing Discipline portion of this report, as Reading and Writing are integrated in English 99 and English 156.

**Question #6 is N/A: Re: Non-Credit**

7) Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

**Identify up to 5 goals the college will be focusing on for 2015-16.**

**Note: Funds to be allocated to each goal still under review, as is the Action Plan Template (Additional Activities) to support each goal.**

	Goal ID	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	The percentage of students who begin at three levels below transfer math and successfully complete a transfer level math course within four years will increase by 2% annually in 2014-2015, 2015-2016 and 2016-2017 over 2009-2010.	\$17,400
Long Term Goal #2	B	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within three years will increase by 2% annually in 2014-2015, 2015-2016 and 2016-2017 over 2009-2010.	\$13,300

Long Term Goal #3	C	The percentage of students in English as a second language courses who successfully complete their first ESL course and successfully complete the next level ESL course within three years will increase by 2% annually in 2014-2015, 2015-2016 and 2016-2017 over 2009-2010.	\$49,300
Long Term Goal #4	D	The percentage of faculty attending professional development opportunities will increase by 5% annually in 2015-2016 and 2016-2017 over 2014-2015 to improve student success in Basic Skills courses.	\$10,000
		Total:	\$90,000