Questions 1 – 3 related to today's date, and BSI Coordinator contact information

Question 4:

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

The Basic Skills Committee and coordination has merged with the SSSP and Student Equity Committee. Each of these initiatives and programs have an overarching framework and philosophy belonging to the Achieving the Dream National Reform Network that the institution has adopted, focusing on closing student achievement gaps and improving student success.

In previous years, basic skills funding allowed the college to pilot a basic skills counselor. The college has since absorbed the salary cost of the position.

More recently, the basic skills funded programs at Modesto Junior College have been limited to Tutoring and Supplemental Instruction (SI) in the Learning Center. The college has committed to supporting supplemental instruction costs and a Learning Center Instructional Support Aide. Additionally, the college is exploring innovative ways to fund tutoring and SI.

Movement towards the curriculum approval of a First Time in College course has been made; this course will be offered in conjunction with basic skills courses to provide a more coherent and integrated first semester for incoming students. The estimated launch date is fall of 2016.

What are the obstacles to doing so?

Some obstacles in institutionalizing additional Basic Skills-funded projects include systemic barriers. The college has a hiring "frost" as it pertains to classified staff with general funds, given the implications of the effects on the 50% law ratio. The college has now hired Student Success Coaches (from SSSP funds) that meet the needs of basic skills students, but has not hired one to work directly with the Basic Skills Coordinator at this time.

The First Time in College curriculum development is in its final stages, and the project has been a large, collaborative effort. It is a multi-disciplinary course with transferable general education credit intended to help students learn successful strategies, focusing on the development of their own ability to leverage the resources that are available to them, and be their own advocate.

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)

Modesto Junior College has expanded the following:

> **ESL Tutoring, SI & Training**: The College has increased its ESL tutors from 2 to 7, and supplemental instruction from none to 2. An ESL specific tutor training course has been developed and will be submitted to the local Curriculum Committee this term. The SI provided to ESL students do not have quantitative data to demonstrate success yet, but the anecdotal accounts prove it is a positive program.

> **Writing Tutoring Training:** The Writing Center has also expanded which allows additional support for basic skills tutors. The training for Writing Center tutors has changed from fragmented workshops to a one-unit, transferrable class. The class is taught by a faculty

member from the Literature & Language Arts department. This expansion in capacity has allowed for a more efficient flow of services to all students.

Math Tutoring, SI and Training: Math tutoring and SI in the Basic Skills has also grown. Currently two sessions of pre-algebra and algebra are supported with SI. Math tutors for both Basic Skills and the higher level math courses currently attend a content-specific training seminar. The seminar will also go through curriculum approval in order to become a one-unit, transferrable class.

In general, the infrastructure and capacity of the Learning Center, overall, has increased in services on both campuses. This has resulted in an increase of students served. Improvements on tutor development through a more cohesive process of selection, evaluation and supervision. Our ESL Instructional Support Assistant is housed within the Learning Center. This location lends itself for ESL students' ability to access Library/Learning Center services. The shared Library location has also increased access and exposure for basic skills students. They are now utilizing research skills workshops, information literacy and study skills workshops.

How were you able to successfully accomplish the process of expanding or scaling up these successful projects and programs? Please provide description for each project/program.

Tutoring expansion has been successful due to increased presentations to faculty, Institute Day report-outs, and general information sharing of successful program outcomes.

ESL Tutoring, SI & Training: Instructional Support Assistants in the Learning Center identified the need for ESL-specific tutoring. They played an integral part in selection and tutor session scheduling. An ESL faculty member was compensated for training module development. This course will eventually be unit bearing class. Additional ESL faculty have implement the supplemental instruction as part of their course outlay.

Writing Tutoring Training: Additional writing tutors were hired through the Writing Center. A new course was developed by a Literature and Language Arts faculty liaison to the Learning Center. This course is offered for the first time in Fall 15, and will allow for a more structured and sustainable way to train Writing Center Tutors.

Math Tutoring, SI and Training: In collaboration with the STEM grant, and in order to build capacity, a faculty member developed a comprehensive training that includes basic skills tutors. This seminar will be offered through unit bearing class. Collaborating with the STEM Center, a product of the STEM Grant has also been instrumental in the development of the Learning Center. This faculty member has been an instrumental connection to the math department and has made it possible for our services to gain cohesion and expansion.

How are your integrating your basic skills efforts with your college's SSSP plans?

There are two main ways in which basic skills efforts have been integrated with the SSSP plan. **Student Success Coaches** hired by SSSP have been weaved into different divisions. The Coaches are staff service areas within multiple divisions. These service areas allow for both self and faculty referrals for coaching. A variety of faculty, including those within the math and English disciplines are working closely with the

coaches to make referrals for students who are determined to be at-risk of non-completion. The Coaches develop an ongoing relationship with the referred students that allows them to be coached throughout the semester. The Coaching philosophy aligns with the RP Group framework, Student Support (Re)defined[1]. In consideration of the six success factors, the Coaches apply a high touch and continuous influence that ultimately addresses the research based defining factors that support student success as shown in the components listed below. As part of the relationship, the coaches refer students to applicable resources which would include accessing tutoring and supplemental instruction services within the Learning Center. In addition to the referrals, each Coach is provided a caseload of approximately 200 first time in college students who have placed in basic skills and pre-college level English. A proactive approach to student success coaching occurs with this model to increase retention and persistence.

- **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal

- **Focused:** fostering students' motivation and helping them develop the skills needed to achieve their goals

- **Nurtured:** conveying a sense of caring where students' success is important and expected

- **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom

- **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success

- **Valued:** providing students with opportunities to contribute to and enrich the college culture and community

In addition, the college revamped the Orientation for new students to include a visit to the Library & Learning Center, where new students take the assessment test and are given tour of the facilities. There they are introduced to all the services that they can access there including tutoring, SI, workshops, study rooms, computer labs, etc. The Learning Center has also partnered with the Counseling department and is now providing dedicated space for evening and weekend counseling in the Learning Center to increase access to this service. In the future, additional integration includes hosting an orientation for ESL students and embedding a success coach in the Learning Center.

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

The MJC Student Equity Plan is largely based on professional development to build capacity in understanding and addressing equity, diversity, and disproportionately impacted populations. To that end, Basic Skills efforts included funding faculty to attend the First Year Experience Conference in order to build curriculum. This group of faculty is now developing curriculum for a First Time in College Course (FTIC). Additionally, since our distance education data also shows low achievement gaps in our basic

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[1] RP Group, Description of background information and research questions driving Student Success (Re)defined, http://rpgroup.org/content/research-framework

skills and other students, Basic Skills co-funded faculty attendance to the Online Teaching Conference in San Diego this spring. Attendees to both events disseminated what they learned at a Great Teachers Retreat that the college hosted at Asilomar Conference Grounds in August 2015.

Furthermore, Basic Skills efforts have been integrated with our Student Equity Plan through the consolidation of Basic Skills committee and the College Student Success and Equity Committee (SSEC). The Director of Basic Skills will also report to the Dean of Equity and Student Learning, engendering more cohesion and integration of efforts.

Question 5:
ENGLISH SUMMARY

The Basic Skills English goal focused on students who had successfully completed Basic Skills English and Freshmen Composition, and the demographic portion of this analysis remains consistent with that perspective. However, the Basic Skills Tracker sets the cohorts at any student who attempted a Basic Skills course. Therefore, it was determined that sequential completion data needed to be incorporated from both perspectives as was the case with the prior report. It is also important to note that the Basic Skills English 49 course was recoded in September of 2015 that moved the course from 3 levels below to 2 levels below transfer.

In comparing the results for all students who attempted Basic Skills English, it was found that there was a 9 percentage point increase in the number of Basic Skills students who successfully completed Freshman English Composition between the Fall 11 – Spring 13 and the Fall 13 – Spring 15 cohorts. This combined with the prior year results represented an excessive achievement of the overall goal across current and future years. These results were reflected in the Basic Skills English and English Composition completer outcomes with a growth rate of 7 percentage points, which represented a 44% positive change in the current comparison. See Chart 1.

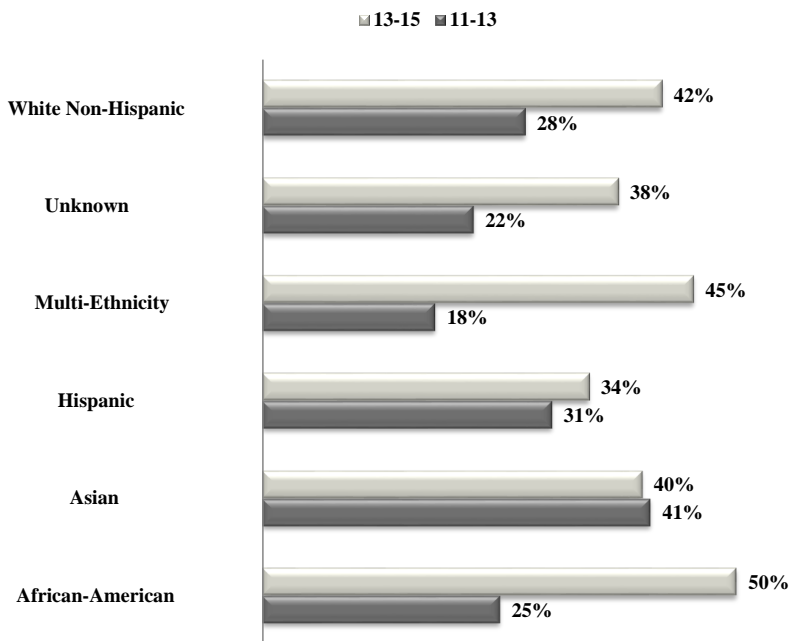**Chart 1: English Basic Skills to Freshman Composition Completion**
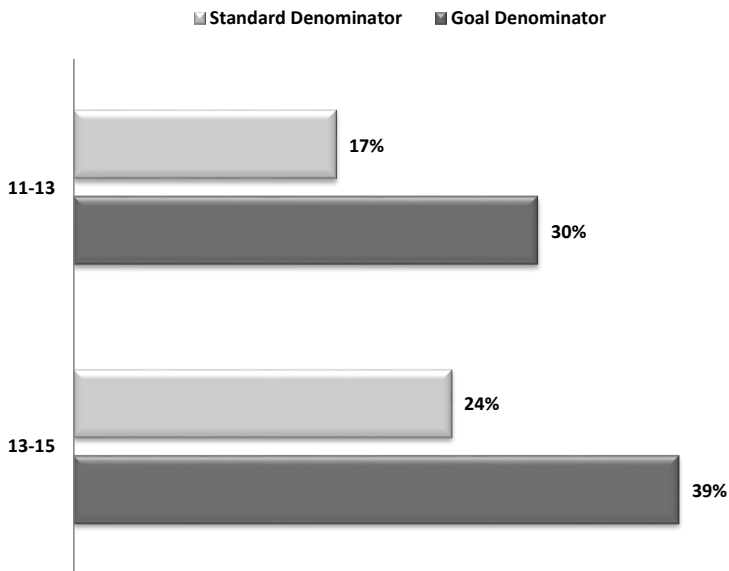
ENGLISH DEMOGRAPHICS

There were a total 150 students who successfully completed Basic Skills English, and by fall 2015 56 of them had successfully completed Freshman English Composition.

Male and females both achieved major gains; whereas, age ranges distributions reveal mixed results as did the ethnic distributions. There was some evidence of disproportionate impact occurring with Hispanics when the EEOC 80 percent rule was applied with their gains significantly lower than the majority group.   The Native American/Alaskan Native and Pacific Islander groups both had less than 10 students in the Basic Skills starting cohort; therefore, their results were not included in Chart 2.

Chart 2: English Basic Skills to Freshman Composition Completion by Ethnicity

◩ **13-15**   ◼ **11-13**

Ethnicity	13-15	11-13
White Non-Hispanic	42%	28%
Unknown	38%	22%
Multi-Ethnicity	45%	18%
Hispanic	34%	31%
Asian	40%	41%
African-American	50%	25%

The State's latest measurement parameters showed positive results for English Basic Skills, but there was no significant change between the 11-13 and 13-15 timeframes.

MATH SUMMARY

Goal C from the 2014-15 BSI Action Plan states: "The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate."

At Modesto Junior College, this goal impacts the largest number of students. Each term we offer over twenty sections of beginning algebra and a comparable number of intermediate algebra courses. Waitlists for these courses indicate high levels of unmet demand, yet an absence of available mathematics instructors prohibits further offerings. Consequently, increasing the rate at which students successfully navigate through the sequence will improve the number of students qualified for transferable courses, for which seats are more generally available.

In measuring student progress in mathematics sequences at community colleges, researchers across the state rely upon the Basic Skills Cohort Tracker available at the Chancellor's Office Datamart. A window of time is selected, ranging from one year to six years, depending on the data being studied. The one-year window is seldom used, as large numbers of students need multiple attempts at courses and/or find seating limited in subsequent courses after passing the first in the sequence.

For this analysis, we will select a two-year window for comparison. In the goal, the desire to improve upon the "2010-2011 rate" certainly refers to students starting in 2010. More specifically, it is interpreted to mean "the rate at which students starting their first math class in fall 2010 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2012." In the final analysis, this will be compared to "the rate at which students starting their first math class in fall 2016 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2018." As an interim measure, this report will compare the baseline group to "the rate at which students starting their first math class in fall 2013 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2015."

Definitions:
- Baseline measure: "the rate at which students starting their first math class in fall 2010 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2012."
- Assessment of current progress: the rate at which students starting their first math class in fall 2013 at the beginning algebra level progress through successful completion of intermediate algebra by the end of spring 2015."
- Successful completion of the sequence: Those students whose first math class was at the beginning algebra level at Modesto Junior College in the fall term of the time period selected and who successfully completed intermediate algebra, either Math 90 or the new Math 89, at MJC by the end of the spring term of the time period selected.
- Successful completion of a course: Earning a C or better in the course.
- Attempts: An enrollment in a course resulting in a mark on the student's transcript, including withdrawal.

The Basic Skills Cohort Tracker is an output engine from the state built upon MIS data submitted by the colleges. It tracks unique student identifiers and computes the total number of initial enrollments (as of

census), total number of attempts to pass the course, and total number of successful completions of the course. It then follows those who successfully completed to determine how many enrolled in the subsequent course, total attempts at that second course, and successful completion of that second course. The cycle continues to subsequent levels in the same manner.

The Basic Skills Cohort Tracker also permits users to break down the data by gender and ethnicity. This report will briefly address the results of these breakdowns.

Finally, to measure progress, we calculate the following ratios:

1. Baseline enrollment = Total number of students enrolled in beginning algebra in the fall of the first term.
2. Beginning: (Total enrollments in beginning algebra in the first term)/(Baseline enrollment) = 100%. This value is calculated and included as a visual representation of "the starting 100% of our students." Subsequent terms watch as this value is reduced over time.
3. First-course successful completion: (Total successful completions of beginning algebra within the 2-year window)/(Baseline enrollment). This is also referred to as "Successful completion of beginning algebra"
4. Second-course beginning: (Total enrollments in intermediate algebra within the 2-year window)/(Baseline enrollment)
5. Sequence successful completion: (Total successful completions of intermediate algebra within the 2-year window)/(Baseline enrollment). This is also referred to as "Successful completion of the two-course sequence."
6. Second-half successful completion: (Total successful completions of intermediate algebra within the 2-year window)/(Total enrollments in intermediate algebra within the 2-year window, the numerator of #4). This is also referred to as "Successful completion of intermediate algebra."

Of these, item #5 is the variable of greatest importance to this study.

Note: It is also important to recognize that the successful completion rates for these two individual courses will not correspond with the successful completion rates of the individual courses, as found in the Datamart in Success and Retention reports because they address the success of only a very specific subset of students over a four-term period of time.

The two data sets for comparison were generated using the Basic Skills Cohort Progress Tracker with the following selections: Baseline = (College = Modesto, Cohort term = Fall 2010, End term = Spring 2012, Subject = Mathematics, Starting cohort level = Two levels below transfer.) Second set = (same except using Fall 2013 and Spring 2015). Screenshots and initial analyses for these two data sets are below.

Screenshot 1 – Results for the baseline cohort:

	Fall 2010-Spring 2012								
	⊞ Two Levels Below Transfer			⊞ One Level Below Transfer			⊞ Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
⊟ Modesto Total									
Mathematics	561	748	377	291	360	212	99	120	73

Analysis of the baseline cohort: 561 first-time math students enrolled in beginning algebra in Fall 2010. Those students attempted beginning algebra a total of 748 times, and eventually 377 students passed, for a first-course successful completion rate of 377/561=67%. Of those who passed, 291 enrolled in an intermediate algebra course. Over the course of 360 total attempts, 212 students succeeded. The second-course success rate is 212/291=73%. The sequence successful completion rate is 212/561=38%. The goal is to improve this sequence success rate by 3% to at least 41% by the 2016-17 year.

Screenshot 2 – Results for the second cohort:

	Fall 2013-Spring 2015								
	⊞ Two Levels Below Transfer			⊞ One Level Below Transfer			⊞ Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
⊟ Modesto Total									
Mathematics	437	537	305	240	295	169	93	133	66

Analysis of the second cohort: 437 first-time math students enrolled in beginning algebra in Fall 2013. Those students attempted beginning algebra a total of 537 times, and eventually 305 students passed, for a first-course successful completion rate of 305/437=70%. This is an improvement over baseline. Of those who passed, 240 enrolled in an intermediate algebra course. Over the course of 295 total attempts, 169 students succeeded. The second-course success rate is 169/240=70%, a reduction from baseline. The sequence successful completion rate is 169/437=39%. The college has progressed 1/3 of the way toward the targeted 41% rate.

Values were exported to Excel and the analyses and graphs below were produced therein.

Table 1 – Data Summary:

	Beginning Algebra			Intermediate Algebra		
	Students	Attempts	Success	Students	Attempts	Success
Fall 2010-Spring 2012	561	748	377	291	360	212
Fall 2013-Spring 2015	437	537	305	240	295	169

Table 2 – Calculated Ratios:

	Sequence Progression			
	Baseline enrollment	First course successful completion	Second-course beginning enrollment	Sequence successful completion
Fall 2010-Spring 2012	100%	67%	52%	38%
Fall 2013-Spring 2015	100%	70%	55%	39%

Chart 3: Comparison of Sequence Completion from initial to most recent cohorts

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Sequence Completion Overall
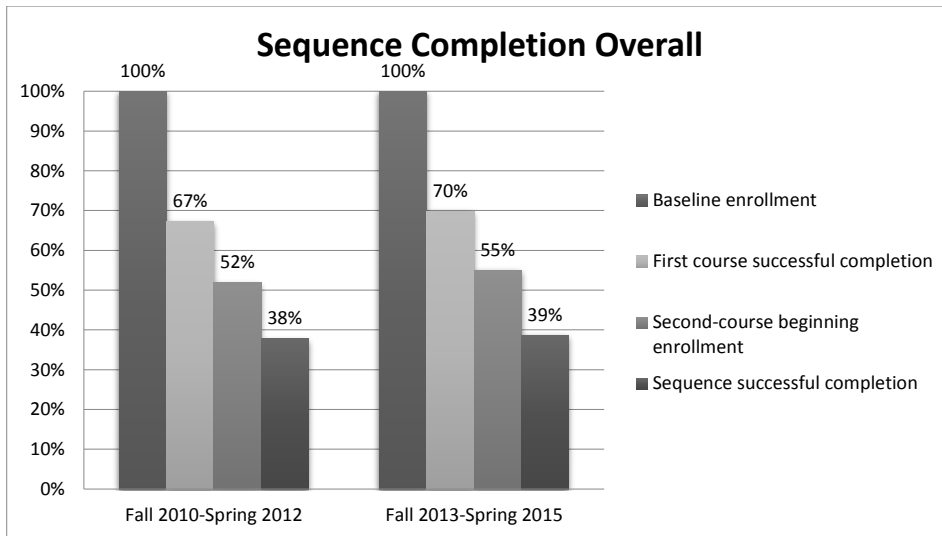
As demonstrated in Chart 3, the college's sequence completion rate has increased from 38% to 39%. Gains have been made in the success rate of the first course, the enrollment rate in the second, and the net result. As discussed above, the success rate in the second course of the sequence decreased from 73% for the 2010-12 cohort to 70% for the 2013-15 cohort. If not for this, the final completion rate for the sequence of the most recent cohort would be higher.

Effective for the 2014-15 academic year, the mathematics department of MJC instituted an alternative intermediate algebra pathway for non-STEM students. This effort was specifically launched to improve the success rates of the second course of this sequence. Initial results appear positive, but evidence is so far inconclusive. Reports subsequent to this one should examine the effect of this new curricular initiative.

If the college can address the drop of 15% of students from the 2013-15 cohort who did not yet even enroll in the second course (see the drop from 70% to 55% in the second bar graph above), this may have a profound effect upon the sequence completion measure. In recent terms, the mathematics department has expanded its offerings of accelerated mathematics courses, consisting of a beginning algebra course followed by an intermediate algebra course within the same term. Progression from one course to the next in these sequences is high. Subsequent reports should examine the effect of this type of offering on the overall sequence completion rate.

The use of Basic Skills Initiative funding to support student learning in this sequence is clearly justified. Our tutoring and support services provide essential assistance to students working through this sequence of courses. Additional efforts to improve persistence from term to term utilizing BSI funding are similarly warranted.

MATH DEMOGRAPHICS

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Analysis by Gender: A total of 437 students began the sequence in fall 2013. Of those, 169 had successfully completed the sequence by the end of Spring 2015, for an overall sequence success rate of 39%. Of these 437 students, 224 were female and 213 were male. 85 women and 84 men successfully completed the sequence, yielding sequence completion rates of 38% and 39% respectively. In these figures, it is apparent that there is no evidence of disproportionate impact according to the EEOC's 80 Percent Rule. However, comparing these rates with those of the baseline cohort as shown in Tables 4 and 5 and Chart 4 below, we see that the sequence success rate for women has decreased from 42% to 38%, while that for men has increased from 32% to 39%. The drop in second-course beginning enrollment for women between these two cohorts may account for much of the overall reduction in success, as shown in the tables below. The mathematics department will review these data and analyze whether other measures may assist to ensure our female students are not disproportionately impacted in some way, resulting in this reduction.
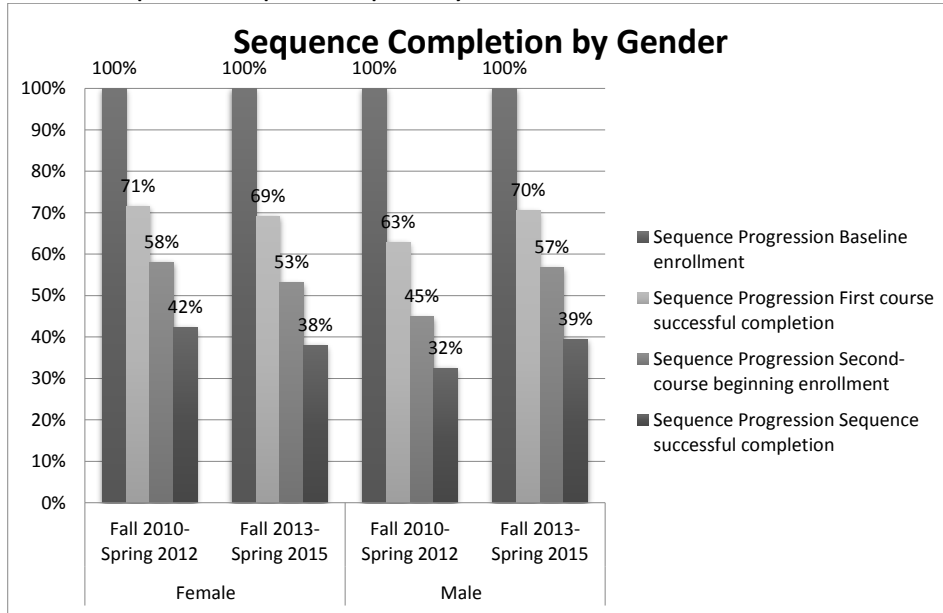
Table 4 – Data Summary by Gender

		Beginning Algebra			Intermediate Algebra		
		Students	Attempts	Success	Students	Attempts	Success
Fall 2010-Spring 2012	**Female**	298	388	213	173	217	126
	Male	256	353	161	115	140	83
	Unknown	7	7	3	3	3	3
	Overall	**561**	**748**	**377**	**291**	**360**	**212**
Fall 2013-Spring 2015	**Female**	224	276	155	119	146	85
	Male	213	261	150	121	149	84
	Overall	**437**	**537**	**305**	**240**	**295**	**169**

Table 5 – Calculated Ratios by Gender

		Sequence Progression			
		Baseline enrollment	First course successful completion	Second-course beginning enrollment	Sequence successful completion
Fall 2010-Spring 2012	**Female**	100%	71%	58%	42%
	Male	100%	63%	45%	32%
	Unknown	100%	43%	43%	43%
	Overall	**100%**	**67%**	**52%**	**38%**
Fall 2013-Spring 2015	**Female**	100%	69%	53%	38%
	Male	100%	70%	57%	39%
	Overall	**100%**	**70%**	**55%**	**39%**

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Chart 4 – Comparison of Sequence Completion by Gender from initial to most recent cohorts

Sequence Completion by Gender

Legend:
- ■ Sequence Progression Baseline enrollment
- ■ Sequence Progression First course successful completion
- ■ Sequence Progression Second-course beginning enrollment
- ■ Sequence Progression Sequence successful completion

Female
- Fall 2010-Spring 2012: 100%, 71%, 58%, 42%
- Fall 2013-Spring 2015: 100%, 69%, 53%, 38%

Male
- Fall 2010-Spring 2012: 100%, 63%, 45%, 32%
- Fall 2013-Spring 2015: 100%, 70%, 57%, 39%

Analysis by Ethnicity: A total of 437 students began the sequence in fall 2013. Of those, 169 had successfully completed the sequence by the end of Spring 2015, for an overall sequence success rate of 39%. Of these 437 students, the vast majority were Hispanic (198) or White (172), composing 45% and 39% of the initial starting group. Of the 169 completers, again the majority were Hispanic (75) and White (70), composing 44% and 41% of the group of successful sequence completers. The composition of the starting cohort and the subset successfully completing the sequence is shown in Chart 5 below. From these data, it appears there is no disproportionate impact, according to the EEOC's 80% Rule.

Chart 5 – 2013-15 Ethnic Breakdown of Starting Cohort and Successful Sequence Completers
Note: Values for ethnic groups from which less than ten students were enrolled have been individually suppressed and grouped together under "Other"

Ethnic Breakdown of Starting Cohort and Successful Sequence Completers

Legend:
- White Non-Hispanic
- Unknown
- Other (suppressed)
- Multi-Ethnicity
- Hispanic
- Asian

Students column values: 172, 19, 10, 20, 198, 18
Sequence Success column values: 70, 8, 5, 6, 75, 5
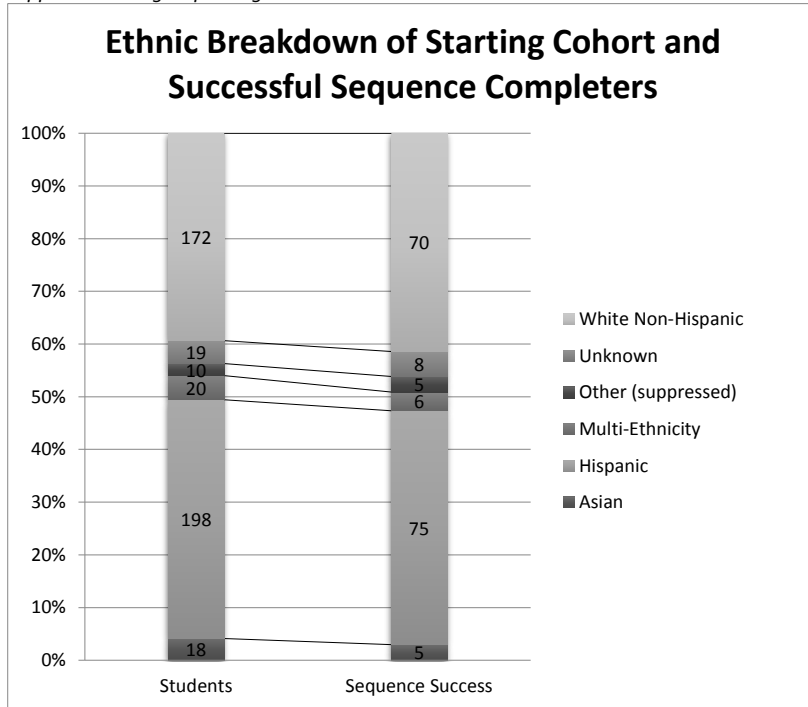
A review of the successful sequence completion rates by ethnicity, as displayed in Tables 6 and 7 below, indicates that Hispanics have advanced from 32% for the 2010-12 cohort to 38% for the 2013-15 cohort, a significant improvement. The number of Hispanic students starting in each cohort remained almost identical (195 vs. 198). On the other hand, the number of Asian students in the cohort decreased dramatically over the same time period, dropping from 43 students to only 18. This drop in enrollment may account for some of the difference in rates for Asian students, which went from 44% to 28%. Concern about the drop in success rate is coupled with concern about the drop in overall enrollment. Similarly, 24% of the African American students from the baseline cohort were successful, a value well below those of other groups. Yet by the second cohort, the number of students fell below ten and the values were consequently suppressed. These data provide evidence that our college should work to identify ways to engage our African American students and assist them in their pathways to transfer.

Table 6 – Data Summary by Ethnicity

		Beginning Algebra			Intermediate Algebra		
Note: Values are suppressed for cohorts starting with less than 10 students enrolled at the beginning.		**Students**	**Attempts**	**Success**	**Students**	**Attempts**	**Success**
Fall 2010-Spring 2012	African-American	21	32	11	11	17	5
	American Indian/Alaskan Native	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	Asian	43	59	31	23	29	19
	Hispanic	195	272	131	95	116	63
	Multi-Ethnicity	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	Pacific Islander	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	Unknown	62	82	39	31	35	21
	White Non-Hispanic	228	286	156	123	153	100
	Overall	**561**	**748**	**377**	**291**	**360**	**212**
Fall 2013-Spring 2015	African-American	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	American Indian/Alaskan Native	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	Asian	18	22	11	8	9	5
	Hispanic	198	247	138	106	135	75
	Multi-Ethnicity	20	22	14	11	11	6
	Pacific Islander	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	Unknown	19	23	12	10	13	8
	White Non-Hispanic	172	213	122	98	120	70
	Overall	**437**	**537**	**305**	**240**	**295**	**169**

Table 7 – Calculated Ratios by Ethnicity

**Note:** Cohorts starting with less than 10 students enrolled at the beginning are suppressed.

		Sequence Progression			
		Baseline enrollment	First course successful completion	Second-course beginning enrollment	Sequence successful completion
Fall 2010-Spring 2012	African-American	100%	52%	52%	24%
	American Indian/Alaskan Native	Suppressed	Suppressed	Suppressed	Suppressed
	Asian	100%	72%	53%	44%
	Hispanic	100%	67%	49%	32%
	Multi-Ethnicity	Suppressed	Suppressed	Suppressed	Suppressed
	Pacific Islander	Suppressed	Suppressed	Suppressed	Suppressed
	Unknown	100%	63%	50%	34%
	White Non-Hispanic	100%	68%	54%	44%
	Overall	**100%**	**67%**	**52%**	**38%**
Fall 2013-Spring 2015	African-American	Suppressed	Suppressed	Suppressed	Suppressed
	American Indian/Alaskan Native	Suppressed	Suppressed	Suppressed	Suppressed
	Asian	100%	61%	44%	28%
	Hispanic	100%	70%	54%	38%
	Multi-Ethnicity	100%	70%	55%	30%
	Pacific Islander	Suppressed	Suppressed	Suppressed	Suppressed
	Unknown	100%	63%	53%	42%
	White Non-Hispanic	100%	71%	57%	41%
	Overall	**100%**	**70%**	**55%**	**39%**

In Chart 6, we have provided a graphical representation of sequence completion rates for the four ethnic groups whose data was not suppressed in either cohort, namely Asian, Hispanic, White, and Unknown. In this chart, the gains made by the Hispanic students and the drop demonstrated among the Asian students is evident.
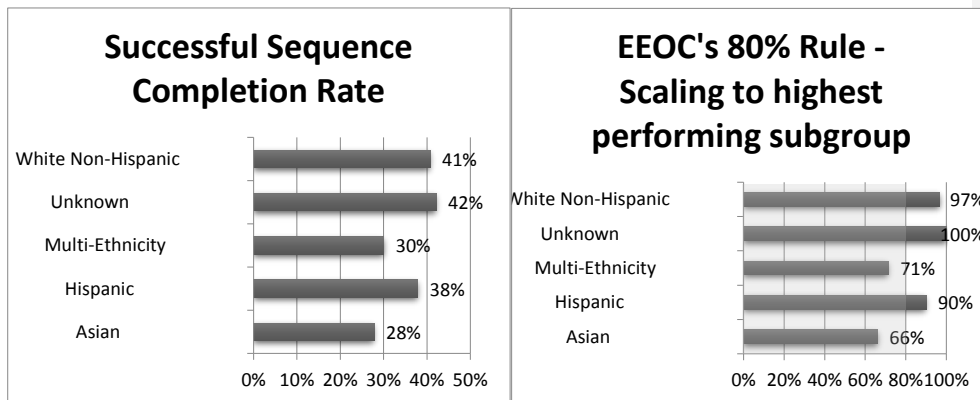
Charts 7a provides a visual representation of the sequence completion rates for the 2013-2015 cohort for those ethnicities that were not suppressed. In chart 7b, the EEOC's 80% Rule is applied by norming each subgroup's by that of the highest-performing subgroup. The two groups that fall into the zone of concern, with values below 80% on this measure, are Asian students (66% of the highest-performing groups) and Multi-ethnic students (71% of the highest-performing groups). These two groups are disproportionately impacted, according to the EEOC guidelines. BSI funding should be used to fund initiatives supporting students success efforts with these individuals.

Chart 6 – Comparison of Sequence Completion by Ethnicity from initial to most recent cohorts

Note *– Ethnicities for which either cohort's values were suppressed due to size are not shown. Only four ethnicities had unsuppressed values in both cohorts, as shown below.*

Sequence Completion by Ethnicity
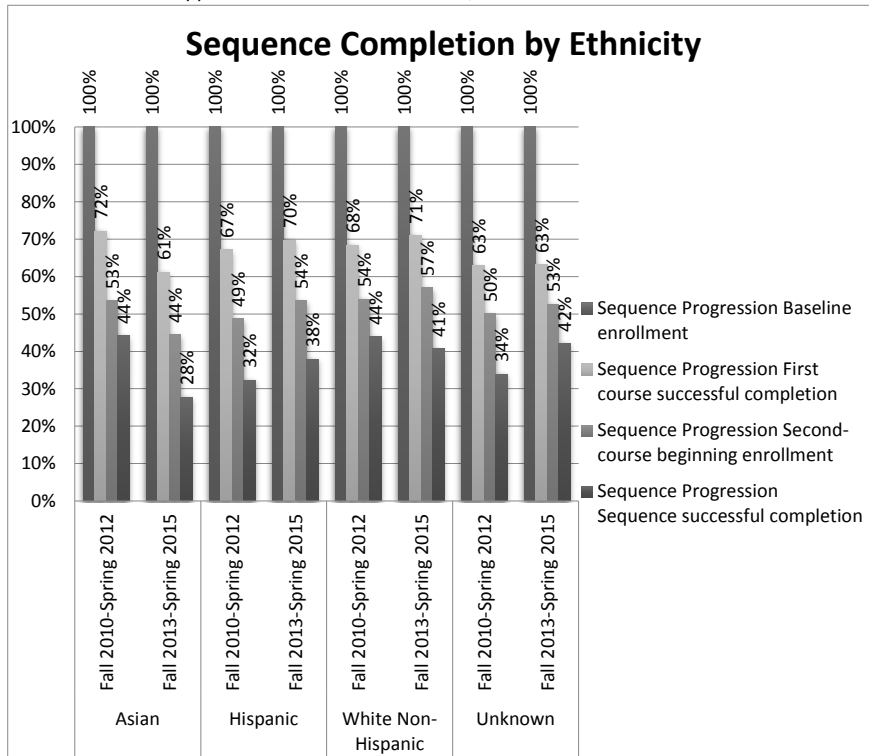
Charts 7a&b – Successful Sequence Completion by Ethnicity for the 2013-15 cohort

Successful Sequence Completion Rate

White Non-Hispanic	41%
Unknown	42%
Multi-Ethnicity	30%
Hispanic	38%
Asian	28%

EEOC's 80% Rule - Scaling to highest performing subgroup

White Non-Hispanic	97%
Unknown	100%
Multi-Ethnicity	71%
Hispanic	90%
Asian	66%

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Question #7: Identify the 5-year long term goals from 2015-2016 through 2019-20 for your college's Basic Skills Program

Insert your long-term goals from the report you submitted last year and add any goals identify for future years.

Goal A: A basic skills committee including representation from Math, English, Reading, ESL, and Student Support Services will be formed to address the fragmentation of the current basic skills program.

Goal B: The percentage of students who begin at three levels below freshmen composition and successfully complete freshman composition within two years will increase by 3% in 2014-2015, in 2015-2016, and 2016-2017.

Goal C: The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate.

Goal D: Students in the ESL academic program and the English for Life and Work program will be supported with ESL- specific tutoring and electronic pre and post CASAS testing.

NEW GOALS:

Goal A: The basic skills committee will function as a workgroup of the Student Success and Equity Committee (SSEC) and will report out in every SSEC meeting.

Goal B: The percentage of students who assess into basic skills level English successfully complete freshman composition within two years will increase by 5% in 2018-2019, and 2019-2020.

English Possible Goal C: The percentage of students who assess into basic skills courses will be reduced from 75% to 50% in 2018-2019 and 2019-2020.

Math Possible Goal D: The successful progression rate of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-11 rate.

Goal E: Students in the ESL academic program and the English for Life and Work program will be supported with ESL – specific tutoring, Counselor, Coach, and electronic pre and post CASAS testing.

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Commented [BS1]: I recommend KEEPING the same goal as we have had last year. However, that refers to increasing by 3% by 2016-17 over the **2010-2011 rate**, not the 2011-13 rate you have listed.

The math department is meeting right now and MAY produce an alternative goal that they would like inserted either in place of this one or in addition to this one.

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
			122,076
Long Term Goal #1	**___1A**	___Fund a 50% Basic Skills Coordinator	___50,000
Long Term Goal #2	**___1B**	___ Support Basic Skills student access to tutoring and SI services from the Learning Center	___50,000
Long Term Goal #3	**___1C**	___Support FTIC institutional efforts to contribute to the success of Basic Skills students.	___10,000
Long Term Goal #4	**___1D**	___ Support professional development for Basic Skills faculty and staff.	___10,000
Long Term Goal #5	**___1E**	___Support the ESL non-credit program with electronic CASAS testing.	___2,076

Steps towards curriculum development better serve basic skills students have been made through professional development, initial exposure to acceleration courses, reading apprenticeship, non-credit pathways, and Common Ground **Activities for Goal 1A:**

1. Oversee and direct all Basic Skills efforts on campus
2. Create and submit the yearly Basic Skills plan/report to State
3. Participate in Monthly BSI webinars
4. Participate in the Student Success and Equity Committee

Target Date for Completion: June 30, 2016
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS,VPSS, VPI, Deans of Lit & Lang & SME
Measurable Outcomes: All Basic Skills efforts will be coordinated by a faculty member.
Successful completion and submission of BSI Report.

Activities for Goal 1B:

1. Fund for a 50% Instructional Support Aid
2. Fund Basic Skills Tutors and SI Leaders
3. Send the Learning Center Manager and two Instructional Assistants to the ACTLA conference in April 2016

Target Date for Completion: 10/30/15, 4/30/16
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS, VPI
Measurable Outcomes: Maintain student services to all ESL students in Learning Center.
The number of SI leaders (3) and tutors(8) for English and Math will be at least maintained.

Activities for Goal 1C:

1. Stipend former FYE Counselor to train Basic Skills faculty to teach the FTIC
2. Implement multiple measures of assessment
3. Summer boot camp for basic skills-allows student to reassess at its completion.

Target Date for Completion: 6/30/16, 12/30/16, 6/30/17
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS
Measurable Outcomes: Faculty will use FYE strategies to implement a First Year Experience for 2016-2017.
At least 2 Faculty will teach FTIC course.
EAP scores and high school transcripts along with SAT/ACT will be added as part of multiple measures of assessment to be used at MJC
At least one summer English boot camp for basic skills

Activities for Goal 1D:

1. Train math and English Basic Skills faculty on Acceleration and Compression and develop at least one accelerated course for each discipline.
2. Train Basic Skills faculty on Reading Apprenticeship
3. Train Basic Skills faculty and staff on Habits of Mind
4. Fund faculty and staff to attend the 3CSN Basic Skills Leadership Institute
5. Fund Basic Skills faculty and staff to attend the M2C3 Minority Male Certificate Program

Target Date for Completion: 6/30/16
Responsible Dept/Persons: Basic Skills Coordinator, Dean of E&SS, VPSS
Measurable Outcomes: Faculty and Staff will train other BSI faculty and staff on Habits of Mind, RA.
Faculty will use new knowledge to modify their pedagogical styles and use these new strategies in the classroom.

Activities for Goal 1E:

1. Collect pre and post scores and enter into Datatel to capture all data for yearly report.
2. Continue to support ESL tutoring.

Target Date for Completion: 6/30/16; 11/30/15 & 6/30/16
Responsible Dept/Persons: Basic Skills Coordinator, ESL Instructional Aide, Dean of E&SS, VPSS
Measurable Outcomes: Test the integrity of data before preparing yearly report.

ESL tutors will receive content training at least three time per semester. The number of ES tutors (4) will be at least maintained.