

**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: Woodland Community College

Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	0	0	
B. Student Assessment	0	0	
C. Advisement and Counseling Services	0	0	
D. Supplemental Instruction and Tutoring	0	0	
E. Course Articulation/Alignment of the Curriculum	0	0	
F. Instructional Materials and Equipment	0	0	
G.1 Coordination	0	0	
G.2 Research	0	0	
G.3 Professional Development	0	0	
TOTAL:	0	0	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: Woodland Community College

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development		18,725	4,100
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	0
D. Supplemental Instruction and Tutoring		14,480	40,910
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		8,661	3,124
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:		41,866	48,134

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: Woodland Community College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development		4100	22,825
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		14,480	55,390
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		8,661	11,785
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	90,000	41,866	90,000

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[2]. 2007-2012 Basic Skills Initiative - Narrative Response

Respond to the following question. “Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?”

Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages**. (NOTE: There is no form for this section.)

Before responding to the question, it is helpful to frame the discussion by first showing five of the main activities on which our college was focused relative to the Basic Skills Initiative. They are presented in the table below:

#1. Activity/Intervention	Effective Practice ID	#2. Impact on Improvement & completion Rates
Math Early Alert Project	D.9.2	The project identified at risk students who were in basic math and pre-algebra with the objective of: <ul style="list-style-type: none">• Student Success Plan• Strategies for success to include test taking and overcoming anxiety. The project followed the students throughout their class experience achieving a 46% success rate vs. non project members having an 11% pass rate.
Social Science Workshops for BSI Students	D.10.3	The project involved supplementing instruction for students taking any social science classes. There were eight two-hour workshops given. The workshops were held with the intent to enhance reading and writing skills for these students. In a survey taken, 100% of the students felt that help them improve their schoolwork.
Retention through Collaboration 9-14	C.4.7	This project was the result of collaboration between WCC and Woodland and Pioneer High Schools, the two largest feeder schools to WCC. Three English and math faculty from each school (9 total in each discipline) met three times for two hours each time and discussed the expectation and articulation from 9-14.
Promoting A Culture of Student Success-A Dialogue Toward Action (forum)	C.2.3	This was a full day forum bringing together Nancy Shulock, Scott Lay, and Adrea Venezia from WestEd for discussion with faculty and administration on student achievement. Topics covering the future and practical student success ideas were presented. Because of the forum the BSI facilitator assessed all college activities/strategies which totaled 270. This has started on-going discussion on how to become more focused and or have a “quality vs. quantity” mentality. We have much work to go.

Reading Assistance Tutoring	A.5.1	A 15 hour a week IA served approximately 175 students through both individual tutoring and reading workshops. The classes served were diverse touching a variety of disciplines. With 63% of our students placing below college-level reading. A campus HIS student survey indicated that over 81% of the students believe a reading assistance center would be helpful to them. The Reading IA is a start to closing the achievement gap.
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To respond to the question about what could have been done differently, our BSI Committee collaborated and we present the following changes that would have been made:

- a. We believe the most significant thing that we would have done is re-asses how the BSI Facilitator position is managed. The position needs to be institutionalized instead of getting a stipend and doing above regular job duties.
- b. Assess the student population/demographics being served by the college and address any social/cultural needs that may interfere with achievement.
- c. Assess the current student achievement data and develop projects that address it. This would include assessments of specific student cohorts.
- d. Assess in comparison to campuses that are similar in size and demographics. Furthermore, consider if a college is in an urban, suburban, or rural setting. Contextualizing the college will further inform what they do to improve success.
- e. Know that a campus of 15,000 students has more resources than one of 4,000. Such awareness makes a difference on both the focuses and approaches of single activities and multifaceted projects.
- f. Consider the “quality vs. quantity” factor of projects. Projects that have been shown to have successful outcomes tend to have more long term viability and potential for institutionalization. The benefits and drawbacks of long-term versus short-term funding should also be assessed.
- g. There should be more frequent coordination and collaboration among colleges’ and districts’ student success projects or plans. Such collaborative points of emphasis should include matriculation, student equity, student success, and strategic goals of the campus and district.
- h. The goals of a Hispanic Serving Institution (HSI) should be considered when developing student success projects and BSI.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for the drafting of your goals and action plan (section [4]), you must access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raises concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

1. Based on full data available (Fall 2008-Spring 2012), we see that if a student starts at the lowest level of math or English (four levels for our college) – only less than 3% take a transferable level course, and less than 2.5% successfully pass. If we look at students who start at two levels below college level/transferable course work, the probability that students will successfully complete a college level course goes up to 14% (for math) and 30% (for English). This data is telling, since it leads us to the discussion of what our target population should be. Is it appropriate for a community college to assume the role of adult education, especially when the data has shown time and time again that students who come to us at the lowest English and math levels very rarely achieve college level work?
2. Also looking at the full data available and disaggregating by gender, age, ethnicity, financial aid status, and other indicators, we noticed that:
 - a. Hispanics and students between the ages of 18-19 make up the largest number of students taking basic skills courses at the lowest levels. This group also has the largest number of students progressing over time, which indicates that our support services, SSS grants, Basic Skills programs are helping students move upward.
 - b. For math – students who are NOT receiving financial aid make up the highest number of students taking basic skills math courses. These students also have the lowest success rate. This same trend is not noticed as strongly with English.
3. English-Reading data is incorrect and limited. If you look at the Fall 2008-Fall 2010 cohort, you will see that there are more students within “two levels below” than there are students for “four levels below” (which is the starting cohort.) This is likely due to the recoding of CB21 that took place during 2009-2010 which we changed the levels of some of the English courses. The data for the Fall 2009-2011 cohort appears correct, and it seems that some of the English-Reading courses are combined with English - Writing. None of the students who started at 4 levels below moved to the next level – likely this is due to the fact that we've reduced and stopped offering Reading 110. Hispanics make up the highest percentage of students taking English-Reading at all levels. Within two years, out of 15 students that started at four levels below, zero successfully passed two-levels below course.
4. ESL data does not demonstrate a consistent story simply because we, at WCC, do not have an official ESL sequence, nor are any restrictions in place that would prevent a student from self-determining what ESL courses they want to take. A typical pattern we see is students repeating courses, following

instructors rather than course sequence, and/or taking courses for non-credit (which will not show up as a success in the data.) The ESL full time faculty and the Dean have been discussing this dilemma and strategizing how to address it.

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

Now that we have had five years of experience with the Basic Skills Initiative under our belts, it is time to re-evaluate our long-term goals. Using the long-term goals template, provide a maximum of three long-term goals for the ESL/Basic Skills work your college will engage in over the next five years. These goals should provide an umbrella for the activities and outcomes of your 2012-2013 action plan. Long-term goals should be informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should focus on student success goals in ESL and basic skills.

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

Due October 10, 2012

College Name: Woodland Community College

Goal ID	Long-Term Goal
A	The percentage of students who begin at two levels below transfer-level math and successfully complete Math 1A within two years will increase by 5% annually in 2012-2013, 2013-14, 2014-15, 2015-2016, and 2016-2017.
B	The percentage of students who begin at two levels below transfer-level English and successfully complete English 1A within two years will increase by 5% annually in 2012-2013, 2013-14, 2014-15, 2015-2016, and 2016-2017.
C	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4b]. 2012-2013 ESL/Basic Skills Action Plan

Your revised Long-Term Goals should now inform your action plan for 2012-2013. How will you make progress towards attaining your long-term goal? What are your intermediate steps to bring you to that point? What will you do in 2012-2013 to move you along that trajectory?

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goal. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided on the following page.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

[4b] 2012-2013 ESL/Basic Skills Action Plan

Due October 10, 2012

College Name: Woodland Community College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Continue cross-the-curriculum instructional support in reading/writing.	A.5.1	May 30, 2013	Learning Resources, Curriculum Committee, Dean of Instruction, College Vice President	<ul style="list-style-type: none"> • Increased number of students served by the Writing and Math Center, the Academic Reading Center, and the Tutoring Center • Gathered data on success rates in select courses with significant writing requirements (e.g. term papers, research papers, reports) will increase by 5%

Continue support for math intervention program to increase its students' retention, persistence and success rates.	D.9.2	May 30, 2013	BSI Committee, College Vice President, Dean of Instruction	Success rates among students participating in math intervention programs will increase by 5%.
Supplemental instruction and tutoring will continue to be utilized as a strategy for influencing student success.	D.10.3 D.10.5	May 30, 2013	Learning Resources BSI Committee, College Vice President, Dean of Instruction	The success rates among students served by tutoring and supplemental instruction intervention program will increase by 5%.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[5]. 2011-2012 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college’s 2012-13 allocation. (See the preliminary district/college advance allocation on the Chancellor’s Office website. This will be posted by the end of August, 2012.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college’s 2011-12 - 320 reports that are due at the Chancellor’s Office on November 1, 2012, and after the Chancellor’s Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2012-13 State Budget language. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

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 the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

College Name: Woodland Community College

2012-2013 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
Dr. Alfred Konuwa	Vice President of Academic and Student Services	akonuwa@yccd.edu
Dr. Rudy Besikof	Dean of Instruction and Learning Resources	rbesikof@yccd.edu
Dr. Jesse Ortiz	Counselor	jortiz@yccd.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	22,825
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	55,390
E. Articulation	
F. Instructional Materials and Equipment	11,785
G.1 Coordination	
G.2 Research	
G.3 Professional Development	
TOTAL	90,000

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

ACTION REQUIRED:

Email **an electronic copy of sections 2-4 of your report** to basicskills@cccco.edu, and mail **the signed Reports and Plans** to:

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2012-13 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2012-13 and the items purchased/funded that were specified in the Expenditure Plan. The 2012-13 End-of-Year report is tentatively scheduled to be due on October 10, 2013.