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

SANTA ANA COLLEGE (CREDIT)

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

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		$ 8,891	
B. Student Assessment		0	
C. Advisement and Counseling Services		43,952	
D. Supplemental Instruction and Tutoring		54,380	
E. Course Articulation/ Alignment of the Curriculum		14,275	
F. Instructional Materials and Equipment		0	
G.1 Coordination		22,435	
G.2 Research		9,412	
G.3 Professional Development		50,950	
TOTAL:	**$ 204,295**	**$ 204,295**	**0**

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

Erlinda J. Martinez, Ed.D., Chief Executive Officer

Date: 10-4-13

John Zarske, Academic Senate President

Date: 10/5/13

Michael T. Collins, Ed.D., Chief Business Officer
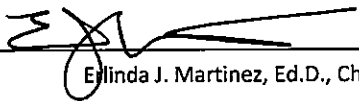
Date: 10/4/13

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

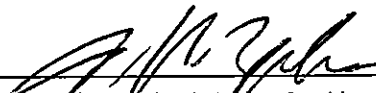## SANTA ANA COLLEGE (CREDIT)

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

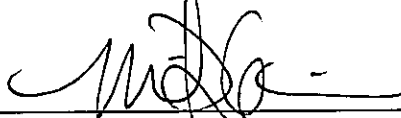| Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 6,045
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	35,000
D. Supplemental Instruction and Tutoring		0	123,522
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		1,342	33,658
TOTAL:	**$ 199,567**	**$1,342**	**$ 198,225**

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

_____
Erlinda J. Martinez, Ed.D., Chief Executive Officer

_10-4-13_
Date

_____
John Zarske, Academic Senate President

_10/3/13_
Date

_____
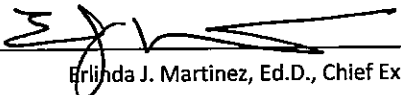Michael T. Collins, Ed.D., Chief Business Officer

_10/4/13_
Date

SANTA ANA COLLEGE (CREDIT)

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 12,850
B. Student Assessment		0	3,586
C. Advisement and Counseling Services		0	9,492
D. Supplemental Instruction and Tutoring		0	67,381
E. Course Articulation/ Alignment of the Curriculum		0	10,185
F. Instructional Materials and Equipment		0	0
G.1 Coordination		0	88,151
G.2 Research		0	7,922
G.3 Professional Development		0	0
TOTAL:	$ 199,567	0	$ 199,567

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

_____   10-4-13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   10/3/13
John Zarske, Academic Senate President   Date

_____   10/4/13
Michael T. Collins, Ed.D., Chief Business Officer   Date

SANTA ANA COLLEGE OF CONTINUING EDUCATION (NON CREDIT)

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

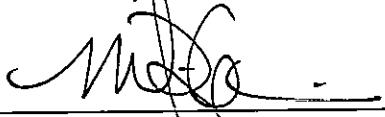| Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		$ 31,901	
B. Student Assessment		0	
C. Advisement and Counseling Services		184,979	
D. Supplemental Instruction and Tutoring		70,200	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		5,711	
G.1 Coordination		895	
G.2 Research		0	
G.3 Professional Development		12,483	
TOTAL:	$ 306,169	$ 306,169	$ 0

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

_____
Erlinda J. Martinez Ed.D., Chief Executive Officer

10-4-13
Date

_____
John Zarske, Academic Senate President

10/3/13
Date

_____
Michael T. Collins, Ed.D., Chief Business Officer

10/4/13
Date

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

SANTA ANA COLLEGE OF CONTINUING EDUCATION (NON CREDIT)

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

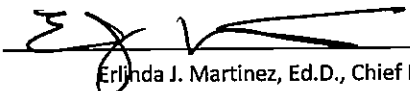| Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 29,263
B. Student Assessment		0	2,500
C. Advisement and Counseling Services		0	139,850
D. Supplemental Instruction and Tutoring		0	95,705
E. Course Articulation/ Alignment of the Curriculum		0	565
F. Instructional Materials and Equipment		0	12,768
G.1 Coordination		0	0
G.2 Research		0	0
G.3 Professional Development		0	18,699
TOTAL:	$ 299,350	0	$ 299,350

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

_____
Erlinda J. Martinez, Ed.D., Chief Executive Officer

10-4-13
Date

_____
John Zarske, Academic Senate President

10/3/13
Date

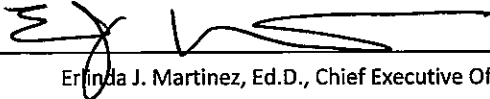_____
Michael T. Collins, Ed.D., Chief Business Officer

10/4/13
Date

SANTA ANA COLLEGE OF CONTINUING EDUCATION (NON CREDIT)

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 62,215
B. Student Assessment		0	2,160
C. Advisement and Counseling Services		0	76,414
D. Supplemental Instruction and Tutoring		0	47,056
E. Course Articulation/ Alignment of the Curriculum		0	38,072
F. Instructional Materials and Equipment		0	23,778
G.1 Coordination		0	49,655
G.2 Research		0	0
G.3 Professional Development		0	0
TOTAL:	$ 299,350	0	$ 299,350

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

_____   10-4-13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   10/3/13
John Zarske, Academic Senate President   Date

_____   10/4/13
Michael T. Collins, Ed. D., Chief Business Officer   Date

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

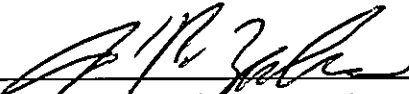## CONSOLIDATED: Santa Ana College (credit) & Santa Ana College Continuing Ed (non credit)

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

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		$ 40,792	
B. Student Assessment		0	
C. Advisement and Counseling Services		228,931	
D. Supplemental Instruction and Tutoring		124,580	
E. Course Articulation/ Alignment of the Curriculum		14,275	
F. Instructional Materials and Equipment		5,711	
G.1 Coordination		23,330	
G.2 Research		9,412	
G.3 Professional Development		63,433	
TOTAL:	$510,464	$510,464	$ 0

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

_____   10-4-13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   10/3/13
John Zarske, Academic Senate President   Date

_____   10/4/13
Michael T. Collins, Ed.D., Chief Business Officer   Date

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

CONSOLIDATED: Santa Ana College (credit) & Santa Ana College Continuing Ed (non credit)

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 35,308
B. Student Assessment		0	2,500
C. Advisement and Counseling Services		0	174,850
D. Supplemental Instruction and Tutoring		0	219,227
E. Course Articulation/ Alignment of the Curriculum		0	565
F. Instructional Materials and Equipment		0	12,768
G.1 Coordination		0	0
G.2 Research		0	0
G.3 Professional Development		1,342	52,357
TOTAL:	**$ 498,917**	**$ 1,342**	**$ 497,575**

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

_____   10-4-13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   10/3/13
John Zarske, Academic Senate President   Date

_____   10/4/13
Michael T. Collins, Ed.D., Chief Business Officer   Date

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

CONSOLIDATED: Santa Ana College (credit) & Santa Ana College Continuing Ed (non credit)
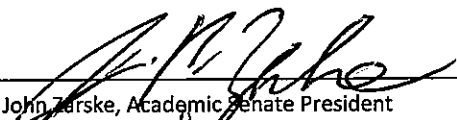
Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

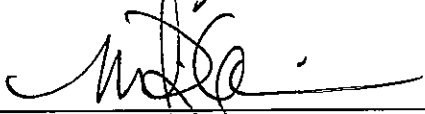| Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	$ 75,065
B. Student Assessment		0	5,746
C. Advisement and Counseling Services		0	85,906
D. Supplemental Instruction and Tutoring		0	114,437
E. Course Articulation/ Alignment of the Curriculum		0	48,257
F. Instructional Materials and Equipment		0	23,778
G.1 Coordination		0	137,806
G.2 Research		0	7,922
G.3 Professional Development		0	0
TOTAL:	$ 498,917	$ 0	$ 498,917
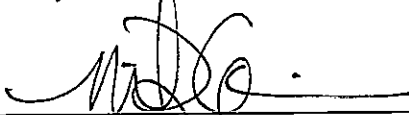
*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

_____   J0-4-13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   10/03/13
John Zarske, Academic Senate President   Date

_____   10/4/13
Michael T. Collins, Ed.D., Chief Business Officer   Date

[2]. Narrative Response Santa Ana College

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**

Strand A members of Santa Ana College's Basic Skills Taskforce consider our mission along with criteria in our BSI Budget Proposal Scoring Rubric when selecting projects to fund with BSI funds.

Basic Skills Mission Statement: The mission of Santa Ana College Basic Skills is to ensure that all students have access to and success in programs, services and classes that will help them obtain and/or accentuate the foundational skills that will help them achieve their academic and career goals

BSI Budget Proposal Scoring Rubric: 1. Request/description are detailed & specific and reflect effective practices 2. Impact on an extensive number of faculty and/or students is anticipated in S 2014,F 2014, and/or S 2015 or thereafter. 3. Impact is in an area of great need. 4. Amount requested is commensurate with anticipated impact. 5. Expected outcomes, criteria for success, and assessment strategies are clearly stated.

Strand A is a broadly representative group comprised of these members: Vice President of Academic Affairs, Vice President of Student Services, Dean of Counseling, Associate Dean of EOPS/CARE, Associate Dean of DSPS, Basic Skills Coordinator, SCE Basic Skills Coordinator, IE&A Chair, Strand Leaders for Strands B, C, and D, Math Center Coordinator, FEP Coordinator, Learning Center Coordinator, Academic Senate President, Academic Senate immediate Past-President or President-elect, BSI Researcher, Basic Skills Department Chairs or designees, and a student and a classified representative.

One or more updates the impact of BSI projects and student success are provided by project leaders every semester.

Goal A2 under Theme 1 (Student Achievement) of the Santa Ana College (SAC) 2012-2015 Strategic Plan concentrates on "finding the most efficient pathways to completion that are possible for students." We have spent a substantial portion of BSI funds to support this goal through support in these areas: Freshman Experience Program (FEP), Fast Track (FT) Accelerated Model, Math Center tutors, and the new SAC Learning Center launch. Both quantitative and qualitative measures are used to assess these programs and services including course success, retention, and persistence; student satisfaction surveys; faculty surveys; etc. The basic skills initiatives mentioned above are included in the college's program review process through reviews undertaken in academic departments, student services areas, and participatory governance committee work.

Goal B1 under Theme 1 (Student Achievement) of the Santa Ana College (SAC) 2012-2015 Strategic Plan focuses on "promoting and sustaining excellence in teaching and learning." The action being used to achieve this goal is to "identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to adopt promising practices college-wide." A proportion of SAC BSI funds have been used since 2009 to train faculty from across disciplines in strategies to improve reading. Over 60 full-time and adjunct faculty have attended 3-day intensive training in Reading Apprenticeship and/or one or more workshops conducted by RA trained SAC experts. Our BSI researcher, Rick Castillo, has assessed the effectiveness of Reading Apprenticeship interventions in two research studies. Additionally, both FEP and FT have built in professional development components. Faculty in these programs have learned about, implemented and evaluated a number of initiatives that have impacted student success.

- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**

In 2009, SAC invited Chaffey College experts Laura Hope and Rob Rundquist to evaluate our academic support services. In a 50-page report, they made a number of recommendations, some of which we are implementing and others which we are having problems implementing. Problems SAC is still facing with implementation of Chaffey experts' recommendations include the following:

1. We need at least one full-time SAC researcher to support all college initiatives to ensure effective planning and student success. We have to institutionalize a system(s) of tracking, disseminating, and utilizing data to make plans.

2. We need a comprehensive and systematic professional development program. We need to make a sustained effort with professional development initiatives. The "one and done" model is inadequate for making, assessing and sustaining changes.

3. We need dedicated administrators for academic support services and institutional effectiveness. Duties for these administrators should include

   - guidance of design, assessment, and evaluation of academic support services;

   - development (with participatory governance committees) and implementation of a research agenda;

   - coordination with Counseling, Outreach, and basic skills departments to ensure appropriate placement of students;

   - development (with appropriate departments), implementation and evaluation of programs and initiatives to ensure students perform to the best of their ability on placement tests (e.g. Math Jam) and in basic skills classes (e.g. supplemental instruction and tutoring).

Assistance needed from 3CSN and/or the Chancellor's Office: We need guidance in developing learning outcomes and an assessment tool to evaluate BSI-supported activities. We also need increased and ongoing funding and training for our academic support centers and related services.

- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

BSI-supported activities are presently being evaluated within departments and divisions. We plan to develop learning outcomes and an assessment tool to evaluate BSI-supported activities so that we Strand A members determine how developmental students at SAC have benefited from BSI expenditures and plan future interventions.

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

- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

All discussions below are based on data provided by the RSCCD (Rancho Santiago Community College) Research Department.

Math: For the purposes of tracking Basic Skills cohorts, Santa Ana College examined 4 cohorts. We examined four sets of two-year periods from 2008-2010 and 2010-2012. We examined students beginning in Arithmetic and Math Fundamentals and a second set of cohorts beginning with Elementary Algebra. At our school, Arithmetic and Math Fundamentals (N06) are four levels below transfer, while Elementary Algebra (60) is two levels below transfer. Theoretically students who entered into Arithmetic and Math Fundamentals could complete a transfer level class in two years, if they were to take and pass a summer school course. It is highly unlikely that students who begin Math N06 will complete a transfer level course within 2 years.

We have seen a decrease in the percentage of students who passed Math N06. However, the difference was not statistically significantly different ($Z=.75$, $p=.516$). However, for each subsequent course after that there was a significant increase. The retention rate and pass rate for N48 were statistically better and that led to an increase in the pass rates for subsequent courses. This was also true regarding Math 080 and 081, which in the 2010-2012 cohort had a statistically better pass rate (for those that passed and completed 60--not across the cohort) than the 2008-2010 cohort. We saw a similar trend in the Math 60 cohort.

There is no statistically significant difference between the cohorts for Math 060. However, the two cohorts diverge dramatically at the Math 80/81 level, similar to the Math N06 group, but two levels higher. In examining the pass rate data for the school for Fall 2010 and 2008, Math 080/081 had statistically higher pass rates in Fall 2010 vs. Fall 2008 ($z=6.73$, $p=.000$). A second interesting finding that may have something to do with the findings is the drop in withdrawal rates for students in Basic Skills courses. From 2008-2012, only Math N06 saw an increase in drop rates, while every other course has seen a significant decrease in course withdrawals. Math 080/081 was the highest difference with a decrease in withdrawal rates of 15%. The data that we collected regarding student success and persistence in these two cohorts and our own institutional data suggest that we should begin to look at the changes that were instituted in Fall 2009 and Fall 2010 to see what sorts of activities were beneficial to increasing our mathematics success in Math N48 and Math 080/081. Adding these activities to Math 060 or Math N06 or adapting them to those classes may prove beneficial.

English: For cohorts of students that attempted their first English course at SAC three, two, or one level below transfer in 2008, 5%, 16% and 31% of students passed freshman composition (English 101) by the end of spring 2010. For this same cohort, 13%, 24% and 38% had passed freshman composition by the end of spring 2012.

ESL: For cohorts of students that attempted their first ESL (at SAC, EMLS) course at SAC three, two, or one level below transfer in 2008, 20%, 36% and 52% of students passed freshman composition (English 101) by spring 2010. For this same cohort, 33%, 46%, and 58% had passed freshman composition by the end of spring 2012.

Freshman Experience (FEP): Course pass rates from 2008-2010 to 2010-2012 for FEP basic skills English and math classes increased 6%-40% from 2008-2010 to 2010-2012. During this same period non-FEP basic skills English classes showed decreased pass rates for two classes (N50 decreased by 8.5% and N61 decreased by 1.5%) and increased pass rates for one class (N60 increased from 54%-58%) The three non-FEP math courses reported on all showed increased pass rates (N48 was up 4.5%, 060 was up by 5.5% and 080/81 was up by 3.7%) from 2008-2010 to 2010-2012. With one exception (Math N48) pass rates for FEP courses exceeded those of non-FEP courses. However, it is important to acknowledge that in some courses, one or two FEP sections are being compared to all sections. See below for a comparison of FEP pass rates in intermediate algebra.

Comparison Success Rates – Math 080/081

Math 080	*FEP Sections*	*Non-FEP Sections*
Fall 2008	46% (64)	39% (1012)
Spring 2009	46.5% (67)	48% (885)
Fall 2009	38% (36)	44% (997)
Spring 2010	52.5% (61)	48% (904)
2008-2010	**45.75%**	**44.75%**

Math 080/81	*FEP Sections*	*Non-FEP Sections*
Fall 2010	69% (29)	52% (943)
Spring 2011	53.3% (105)	45% (1498)
Fall 2011	63% (38)	51% (1502)
Spring 2012	65% (103)	46% (1429)
2010-2012	**62.6%**	**48.5%**

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills
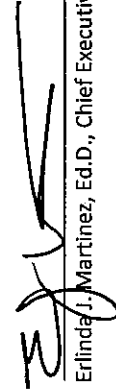
Due October 10, 2013   College Name: Santa Ana College

Insert your long-term goals from the report you submitted last year.
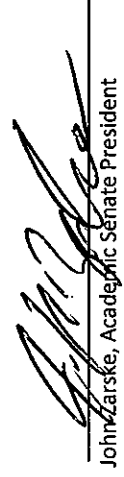
Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	Create and implement integrated academic support services for all students with standardized training and evaluation of tutors in all learning centers.	$72,086 (SAC Learning Center)
B	We will see a five-year increase of 5% in the number of students who advance from 3 or fewer levels below transfer to qualify for transfer-level mathematics.	$55,776 (Math Center tutors and Math Jam)
C	The percentage of FEP students who advance from two levels below transfer in math to qualify for a transfer-applicable mathematics course in one academic year will increase 7-10% over the next five years.	$59,957 (Freshman Experience)
D	The percentage of Fast Track students who advance from two levels below transfer in math to qualify for a transfer-applicable mathematics course in one academic year will increase 7-10% over the next five years.	$11,748 (Fast Track)
	TOTAL ALLOCATION	$199,567

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

Erlinda J. Martinez, Ed.D., Chief Executive Officer   10-4-13   John Zarske, Academic Senate President   Date
Date

Linda Rose, Ed.D., Chief Instructional Officer   10. 4. 2013   Sara Lundquist, Ph.D., Chief Student Services Officer   10-3-13
Date   Date

Page 5

2012-13 ESL/Basic Skills Allocation End-of-Year Report
2013-14 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Due October 10, 2013   **College Name:** <u>Santa Ana College</u>

[4b] 2013-2014 ESL/Basic Skills Action Plan

Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Continue to develop and refine the curricula and procedures for the new, integrated Leaning Center that serves all students and faculty across campus.	A	May 2014	English, ESL, Reading, and Modern Languages Department Chairs, Learning Center Committee, Dean of Humanities & Social Sciences, Learning Center Student Services Coordinator	Faculty and the Learning Center Committee will develop and refine curricula along with budget and tutor training and evaluation procedures for the Learning Center. They will also gather initial data about service needs. The Chaffey Transformation Plan will serve as the model for SAC to follow. The Dean of Humanities & Social Sciences and English, ESL, Reading, Modern Languages Department Chairs will produce a written plan and funding proposal for institutionalizing funding for the SAC Learning Center.	$72,086
Continue support for designing and refining the curriculum, technology, training, assessment and supplemental instruction for a one semester beginning and intermediate algebra course.	B & C	May 2014	Mathematics Department Co-Chairs, Math Center Coordinator, Math Department, Dean of Science, Mathematics & Health Sciences	The Mathematics Department will write and approve curriculum for a combined beginning/intermediate algebra course. The Mathematics Department will choose the software course and create the software course, identify/create supplemental curriculum and work with counseling, articulation & administration on implementation.	$0
Expand pilot of accelerated program in Math and English (Fast Track to Success) paired with a Counseling 107 course and supported by individual counseling appointments.	B & D	May 2014	Math and Counseling Faculty in Fast Track to Success Pilot, Dean of Counseling, Dean of Science, Mathematics & Health	Percentage of students in Fast Track to Success program (fall 2012) who successfully complete the algebra and intermediate algebra accelerated course sequence will be 10% higher than percentage of students who successfully complete non-accelerated algebra and intermediate algebra	$11,748

2012-13 ESL/Basic Skills Allocation End-of-Year Report
2013-14 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Page 7

	Code	Date	Responsible Party	Outcome	Budget
			Sciences	courses in fall 2013.	
			English and Counseling Faculty in Fast Track to Success Pilot, Dean of Counseling, Dean of Humanities & Social Sciences	Percentage of students in Fast Track to Success program (spring 2013) who successfully complete the English 060 and English 061 accelerated course sequences will be 7% higher than the percentage of students who successfully complete a non-accelerated English 060 and 061 in spring 2014.	$59,957
As part of their ongoing professional development in the Freshman Experience Program, FEP faculty will work collaboratively across the disciplines on creating integrative assignments and on enhancing the use of technology for individual faculty professional development.	C	May 2014	Freshman Experience Coordinators and Dean of Counseling	FEP faculty will publish and share the results of their individual/collaborative classroom research projects, including written reflections about how the knowledge they have gained will impact their instructional practices and students learning outcomes.	
			Freshman Experience Coordinators, Dean of Counseling, Transfer	The Deans of Counseling; Science, Mathematics & Health Sciences; and Humanities & Social Sciences & FEP Coordinators will produce a written plan and funding proposal for institutionalization of the Freshman Experience Program	
Provide intensive instructional support including tutoring and instructional workshops for all developmental math courses.	A, B & C	May 2014	Math Center Coordinator, Math Department Co-Chairs, Math Department	The Math Center will see a 50% increase in the number of students participating in focused instructional workshops and a 75% increase in the number of hours each student participates in those workshops.	$55,776
				Students who participate in Math 60 and 80/81 workshops will have statistically significant higher course success than those that do not attend	
				The Math Center will also see an increase of 10% of students completing DLAs.	
				The Math Center will reassess the best uses for its human resources specifically considering how best to help basic skills students.	
				The Dean of Science, Mathematics & Health Sciences, the Math Center Coordinator, and the Math Department will produce a written plan and	

Provide a two-week program (Math Jam) for students who have yet to enter into the college to prepare them for their basic skills math classes.	Math Center Coordinator; Tutorial Program Specialists; Dean of Humanities & Social Sciences and Dean of Science, Mathematics & Health Sciences	funding proposal for institutionalization of Math Center tutoring. Students participating in the Math Camp will pass their first math course at a rate statistically significantly higher than those who do not. Provide a comprehensive SI/tutor training for new tutors across campus disciplines, and apply for CRLA certification
		TOTAL ALLOCATION: $199,567

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

_____ 10·4·13
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____ 10·4·2013
Linda Rose, Ed.D., Chief Instructional Officer   Date

_____ 10/3/15
John Zarske, Academic Senate President   Date

_____ 10/3/15
Sara Lundquist, Ph.D., Chief Student Services Officer   Date

Page 8

2012-13 ESL/Basic Skills Allocation End-of-Year Report
2013-14 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

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

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: ___Santa Ana College___

2013-2014 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Linda Rose	Vice President of Academic Affairs	Rose_Linda@sac.edu
Dr. Sara Lundquist	Vice President of Student Services	Lundquist_Sara@sac.edu
Mary Huebsch	Basic Skills Coordinator	Huebsch_Mary@sac.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	$ 10,000
Student Assessment	0
Advisement and Counseling Services	$ 36,726
Supplemental Instruction and Tutoring	$110,518
Coordination & Research	$ 17,435
Professional Development	$ 24,888
TOTAL:	$199,567

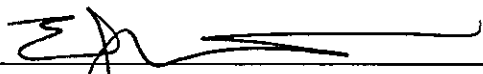***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____   _10-4-13_
Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date

_____   _10/4/13_
John Zarske, Academic Senate President   Date

_____   _10/4/13_
Michael Collins, Ed.D., Chief Business Officer   Date

2012-2013 ESL/Basic Skills Allocation End-of-Year Report
2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2013

Santa Ana College School of Continuing Education

TABLE OF CONTENTS

[2]. Narrative Response

• **How is your college assessing how it uses its BSI funds and how these funds are related to your college's education master plan?**

The Basic Skills Core Team (BASCT) at Santa Ana College School of Continuing Education (SAC SCE) reviews the use of BSI funds for activities related to the long term goals at monthly meetings.
  • The team consists of the Dean of Instruction and Student Services, BSI Co-Coordinators, and coordinators of Professional Development, Counseling, ESL, ASE, DSPS, Tutoring, and the SAC credit BSI coordinator(s).
Besides budget review, BASCT analyzes the retention and progression data from SAC SCE Admission and Records for planning purposes. The SLOs in ESL, ABE, and ASE are assessed in their departments, and successful strategies tailored for basic skills students are discussed and implemented. Evaluations from Professional Development training and workshops are used in planning new and expanded activities.

In addition to the BASCT members, the Adult Secondary Education (ASE) department chair, language arts, math, social science, and DSPS facilitators, the counselor, and ESL project leaders have monthly planning meetings. Agendas include planning, budgeting, and assessing the instructional use of the allocated BSI funds as well as planning professional development training and workshops for BSI Certificates for instructors. SAC SCE has institutionalized many of the professional development activities and also funding for some of the coordination of projects.

The Santa Ana College Master Plan, the "umbrella" document that integrates practices and operations, includes the Strategic, Technology and budgeting plans. The SAC Master Plan also contains the Core Competencies and SLOs for all programs linked to the college. The Institutional Effectiveness and Assessment Committee (IE&A) reviews all planning efforts and makes recommendations to the College Council. Thus, BSI activities, projects, and curriculum changes are included in planning and budgeting processes and are reviewed by the SAC SCE and SAC curriculum councils and the Academic Senate as required by the SAC Master Plan.

• **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**

The DataMart website of the CCCCO does not contain data for Santa Ana College School of Continuing Education. The ESL course numbers are listed, but there is no input of data. Other continuing education (non credit) programs in DataMart also lack data. SAC SCE was part of the state Non Credit Task Force sponsored by the state Academic Senate and the CCCCO on grading. We have implemented the recommended grading system for non credit to show the successful procession through the 6-level ESL program. Unfortunately grading data is not in DataMart. Help is needed in getting our data into CCCCO DataMart.

Budget cutbacks for the last three years have limited some activities. The Community of Learners Professional Development plan was put on hold until more funding became available. In the past, it was found that bringing faculty together to discuss instruction, motivation, goal-setting strategies not only engaged faculty but also led to creation of blogs, workshops, and focused training to improve classroom instruction. Also lack of funds held up the replacement of old laptops purchased in 2008 for the physical environmental changes needed to implement new ways to deliver basic skills instruction. Last year DSPS was re-structured and then reduced to providing 50% of the services it once had, which is detrimental to special needs students. This is a problem, but unsure how 3CSN or the CCCCO can help.

- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

SAC SCE BSI coordinators, facilitators, and the dean of instruction and student services attribute increased enrollment and successful completion of course work in our Adult Basic Education (ABE) program and increasing enrollment numbers of adult high school graduates to the *Skills for Success Framework* for basic skills students that began in 2008. In the spring of 2013, SAC SCE administrators assigned a data analyst to the BSI project to obtain evidence to show the student success rate in ESL, ABE, and the Adult High School Diploma program. The data analyst would be able to document how many students successfully completed their programs and transitioned into the next level or to other programs within SAC SCE or to credit classes at SAC. There is now someone to gather this evidence so SAC SCE ESL success rates can be tracked.

The reading, writing, and math classes in the Adult Basic Education (ABE) and Adult Secondary Education (ASE) program have received considerable BSI funding and attention when the BSI *Skills for Success Framework* was first developed. The Transition Project leaders and the new research analyst will now track basic skills students not only throughout the continuing education division but also to SAC credit classes. In 2013-2014, the data analyst will work with counseling to validate the TABE placement test.

Professional development is shifting from effective practices to tangible learning outcomes by using ongoing data to inform instruction through the use of professional learning communities. Over 200 BSI certificates have been issued, each one representing a minimum of 12 hours of activities including workshops and reflection in areas of learner-centered instruction and assessment. The program continues to grow with additional certificates, but no funds from BSI are needed to continue this effort. The goal now is to improve outcomes with an emphasis on student learning as well as on teaching strategies.

In 2013-2014, a professional learning community for ESL instructors will be started. The focus will be to compare two SLO assessments from session one to session two in order to document improvement of student learning outcomes through collegial discussion as part of professional development intervention strategies. Targeted instructional approaches learned in the professional learning community will be used as well.

The new initiative is a classroom research model where instructors will collaborate and discuss what actually happens in their particular classrooms and compare that to the course curriculum. The faculty inquiry group will study, discuss, and disseminate information found in the BSI booklets and Office of Vocational and Adult Education, *Improving Adult Literacy Instruction.*

BSI supported integration of ABE, HSS, and GED led to the creation of the Math Learning Centers in which manipulatives, charts, student success instruction, and technology were integrated to help students visualize and succeed in math. Embedded counseling and tutoring services are also part of the classroom environment. There are 14 courses offered, from ABE Math to Algebra 2. The BSI implementation in the Math Center was provided by a lead facilitator who developed and applied new interventions. However, since August of 2012, there have been several factors, which may have contributed to the course completion numbers; they are changes in leadership, changes in enrollment and also changes with the physical location of the SAC Math Center. The successful completion rates were obtained from SAC SCE Registrar. The data results show a continual increase for ABE Math, however a decrease for high school math completion during the past year. A new math intervention has been proposed to address the fluctuation in course completion and a review of success strategies in the classroom.

Overall HSS Math Course Completion (C or better)

2010-2011	2011-2012	2012-2013
817	1196	531

ABE Math Course Completion (C or better)

2010-2011	2011-2012	2012-2013
101	126	154

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool
• **Was your college's basic skills program more successful in 2010-2012? How did you determine the answer? How did you measure success?**
Since the DataMart does not contain data for Santa Ana College School of Continuing Education (SAC SCE), this report will use data from the Datatel (grades) system from the SAC SCE Admission and Records office, the Rancho Santiago Community College District Research office, SARS GRID (tracks counseling services), and reports from the SAC SCE data analyst. Each year there has been a growth in enrollment, persistence, and transition to a higher educational level.

• **Adult Basic Education (ABE)** - reading, writing and math instruction below 8th grade level.

Overall ABE Successful Course Completions (C or better)

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
141	169	242	313	379	441

• **Adult Secondary Education (ASE) Reading Course Completion** (C or better)
Overall Reading Course Completion (C or better, Datatel grades)

2009-2010	2010-2011	2011-2012	2012-2013
235	282	356	658

The embedded counseling faculty orient, enrolls, develop educational plans, provide counseling and student success instructions to the students enrolled in ABE, GED (CEC), Language Arts, Math and SAC Learning Centers.

• **Number of Students Given *Student Success* Lessons Taught by Counselors in the Classroom**

2008	2009-2010	2010-2011	2011-2012	2012-2013
239	753	1108	1151	1683

• ESL Successful Course Completion
The ESL student success rate can now be tracked because of the Academic Senate and CCCCO's Non Credit Task Force grading system. The following data show the totals of P, COM, and SP. (P = pass, COM= completing the class with a high enough grade on the ESL Post Test to earn high school credits), and SP = Satisfactory Progress). Many students who earn an SP have entered a class late in the semester and need more practice or time at this level to complete it, even though they are performing satisfactorily in class. NP (for not pass) was not used in this Student Success chart.

• ESL Successful Completion
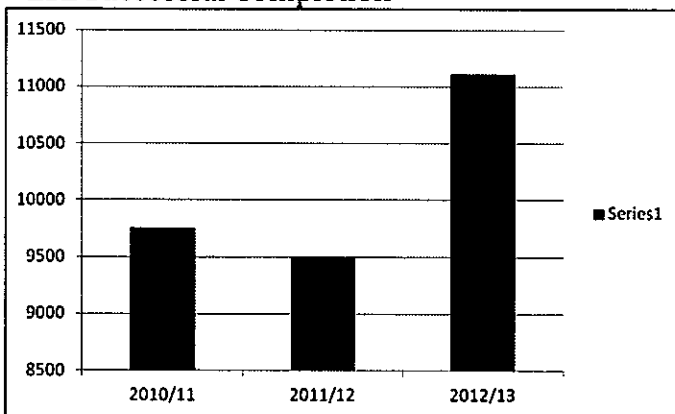
2010/11	2011/12	2012/13	
9755	9503	11,113	Total Number of Students with a P, COM, or SP

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

Due October 10, 2013   **College Name:** Santa Ana College School of Continuing Education

REFER TO LAST YEAR'S FORM.
Insert your long-term goals from the report you submitted last year.
Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	Provide foundation skills for reading, writing, and math to provide a seamless transition through the Santa Ana College School of Continuing Education programs. The successful student progression/course completion rate of Intermediate 2/3 students from ESL transitioning to ABE and/or transitioning to Adult Secondary Education will increase 6% by 2016-2017 over the 2010-2011 rate.	$139,000
B	The percentage of students who transition from ESL to ABE to ASE within the Santa Ana College School of Continuing Education programs and who transition to Santa Ana College credit programs will increase 6% by 2016-2017 over the 2010-2011 rate through the use of assessments, orientations, educational planning, tutoring, and student success instruction.	$146,500
C	Transition the professional development emphasis from effective practices to tangible learning outcomes by using ongoing classroom data to influence instructional learner-centered practices throughout the School of Continuing Education. This will be accomplished by engaging 10% of the instructors in a professional learning community in 2012-2013 and engaging an additional 5% of faculty each year thereafter.	$13,850
	TOTAL ALLOCATION:	$299,350

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

Erlinda J. Martinez, Ed.D., Chief Executive Officer   Date 10-4-13

John Zarske, Academic Senate President   Date 10/4/13

Linda Rose, Ed.D., Chief Instructional Officer   Date 10·4/2013

Sara Lundquist, Ph.D., Chief Student Services Officer   Date 10-3-13

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013   College Name: Santa Ana College School of Continuing Education

Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Expand effective practices of having embedded counselors and tutors in the learning centers with instructors as outlined in the SAC SCE *Skills for Success Framework.* Expand the number of goal setting and counselor-led educational planning sessions in ESL Intermediate 2/3 classrooms as part of the Transition Project	A & B	June 2014 And ongoing	Julia Vercelli, Counseling; Carrie Patton, ASE; Susan Gaer, ESL; Sue Garnett, ASE	Increase in student course completions by 2% in Spring 2014 Increase in educational planning services and student success lessons by 10 % in Spring 2014 Increase numbers of ESL students who receive educational planning services by 20% in Spring 2014	$142,000
Expand the Transition Project to include • creation of the College Transition Academy • bar coding of high school library books to encourage more reading for fluency outside the classroom. • increase transition between continuing education programs as well as transitioning into college credit.	A & B	June 2014 and ongoing	Julia Vercelli, Counseling; Susan Gaer, ESL; Carrie Patton, ASE.	Increase in student transition to college programs by 6 % over the 2010 rate by 2016. Produce a Guide to accessing College Transition Academy resources and classes by June 30, 2014.	$38,000
Improve literacy skills in ESL, reading, writing, and math through the integration of technology, level appropriate reading materials, and new and revised curriculum projects. Four new specialized vocabulary courses will be created.	A	June 2014	Karen Dennis, ESL; Susan Gaer, ESL; Carrie Patton, ASE	Increase number of small group lessons through the use of technology by 5% by Spring 2014. Distribute a Student Satisfaction Survey on use of technology and new resources in the classroom.	$101,000
Improve SLO assessment results through collegial discussions on methods and strategies for teaching listening skills. Begin the validation process for the high school placement assessments.	A, B , C & B	June 2014	Rob Jenkins, ESL; Karen Dennis, ESL; Susan Gaer, ESL	Evaluate the collegial discussion groups to improve teaching strategies Completion of requirements to begin the validation and development of a timeline by June 2014.	$4,500
Develop professional learning communities Instructors will collaboratively discuss what actually happens in their particular classrooms, compare that to the course curriculum, establish	C	June 2014	Rob Jenkins, ESL and Prof. Development Coordinator	To increase involvement by part time faculty by 20% by spring 2014.	$13,850

priority standards, implement common formative assessments, and discuss with colleagues strategies to improve student performance and outcomes.			
They will analyze classroom data and adjust and change instruction based on outcomes and other data.			
A faculty inquiry group will also be organized to study, discuss, and disseminate information found in the new BSI *Basic Skills Completion* booklet from the Chancellor's Office and *Improving Adult Literacy Instruction* from the Office of Vocational and Adult Education (OVAE).			
		TOTAL ALLOCATION:	$299,350

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

Erlinda J. Martinez, EdD., Chief Executive Officer   Date 10-4-13

John Zarske, Academic Senate President   Date 10/4/13

Linda Rose, Ed.D., Chief Instructional Officer   Date 10-4-2013

Sara Lundquist, Ph.D., Chief Student Services Officer   Date 10-3-13

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

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

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Santa Ana College School of Continuing Education

2013-2014 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
James Kennedy	Vice President of Santa Ana College School of Continuing Education	kennedy_james@sac.edu
Dr. Sergio Sotelo	Dean of Instruction & Student Services	sotelo_sergio@sac.edu
Nilo Lipiz	Dean of Instruction & Student Services	lipiz_nilo@sac.edu
Julia Vercelli-Oklander	Basic Skills Co Coordinator	vercelli_julia@sac.edu
Karen Dennis	Basic Skills Co Coordinator	dennis_karen@sac.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	$101,000
Student Assessment	$4500
Advisement and Counseling Services	$90,000
Supplemental Instruction and Tutoring	$52,000
Coordination & Research	$38,000
Professional Development	$13,850
TOTAL:	$299,350

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

Erlinda J. Martinez, EdD., Chief Executive Officer   10-4-13
                                                          Date

John Zarske, Academic Senate President   10/4/13
                                                          Date

Michael Collins, Ed.D., Chief Business Officer   10/4/13
                                                          Date

Basic Skill Initiative (BSI) Funded
Skills for Success Framework 2008 - 2013

This framework, developed by the Santa Ana College SCE Basic Skills Core Team (BASCT) in 2008, documents the essential elements for success. The Framework now includes additional successful elements since its inception.

ESSENTIAL Elements:
- ### Integration of Programs
Students from Intermediate ESL, ABE, GED, and the Adult High School Diploma programs work together on improving basic skills in reading, writing, math, and student success instruction. Instructors, counselors, tutors, and instructional assistants work with the students on developing and improving reading, vocabulary, writing, and math skills in a seamless path among basic skills programs. In 2013-2014, there will be an integration of technology throughout ESL, reading, writing, and math classes to promote student-centered learning.

- ### Physical Environment Changes
Skills for Success classrooms have tables to provide an interactive physical environment where students look at each other and get to know each other. This is a vital part of building a community of learners. A dramatic change occurred when one large classroom for high school students was divided into three specialized learning centers: Language Arts, Math, and Social & Natural Sciences. By splitting the larger classroom, specialized learning environments were created, and instructors with qualifications in these disciples were placed into each lab. Therefore, students receive discipline-specific instruction, which is especially critical in math.

In the beginning new equipment included laptop computers for the reading and math centers that encouraged students to work together on projects at tables rather than isolated in projects using computers facing a wall. Interactive SmartBoards and video-conferencing equipment complemented the interactive instruction. In 2013, many laptops were considered outdated, and 11 iPads were purchased with the guideline of having 2 or 3 students use one iPad to encourage more student-to-student interaction.

- ### Instructional Changes
Using sound principles of learning theory from "Effective Practices" in *Basic Skills as a Foundation for Student Success in California Community Colleges,* instructors created and revised over 13 curriculum courses including the GED in the first three years. Instructors have continually created small and large group lessons for the large learning centers so that more students' voices could be heard.

- Over $50,000 worth of new educational books, materials, and software were ordered in and placed into classrooms during the first two years. A learning library was created, and a required reading component put into the ABE and ASE reading courses. In 2011 a Book Club was formed, and each year students read and discuss the SAC Book of the Year. Besides reading and writing, materials were especially purchased for math classes, and manipulatives and charts have helped students visualize math problems and work with these aids to improve their math skills.
- In 2010-2011 an additional reading library in the continuing education ASE center on the SAC campus was established to support the continuing education student's choice in reading materials across the ESL, ABE, GED, and HSS programs.

• Intensive Use of Student Services

Counselors teach goal setting, learning preference, organizational skills, math anxiety, reading for success, and study skills, and they work with students on their educational plans *in* the classroom. The difference is that the *Skills for Success Framework* brings the services to the students in the classroom. Trained tutors with knowledge in the content area also help students within the classroom as well as after class.

Since 2010, a yearly SCE Student Success Conference has been held on the SAC campus. A panel of credit faculty from a variety of disciplines discusses their expectations of students. In the Spring 2013 student testimonials were added to the conference format. Each year the conferences have grown in popularity and attendance.

• Professional Development

(Five Developmental Phases since 2008)

1. **Foundation** In the beginning, 50 faculty managed a blog, conducted Study Circles and encouraged participation regarding research related to "Effective Practices" identified in *Basic Skills as a Foundation for Student Success in California Community Colleges.* Based on statistics from the blog, over 200 different teachers participated weekly on the blog.

2. **Intensive Training** In the beginning, a cohort of 36 teachers earned the "Basic Skills Initiative Certificate" by participating in 40 hours of training in areas related to the "Effective Practices" outlined in *Basic Skills as a Foundation for Student Success in California Community Colleges* ultimately creating a professional group of experts. Activities included workshops, blogs entries, seminars, observations, and demonstrations. As of Fall 2013 over 200 certificates have been issued, each one representing a minimum of 12 hours of activities including workshops and reflection in areas of learner-centered instruction and assessment.

3. **Collaboration Classroom Research and Peer Coaching** 53 teachers participated in *Classroom Research through Peer Coaching.* In these activities, faculty paired up to do reflective teaching through observations, blog entries, discussions, etc., forming a professional learning committee. They observed and made changes in their classroom instruction focusing on "*Effective Practices*" outlined in *Basic Skills as a Foundation for Student Success in California Community Colleges*

4. **Institutionalizing** The existing professional development program (flex), which traditionally included approximately 150 workshops annually, has been changed to offer activities beyond workshops including online offerings, peer coaching, observations, and

blog entries. The program continues to grow with additional certificates, but no funds from BSI are needed to continue the effort because the BSI certificate program has been institutionalized.

5. **Transition**   The existing professional development program is now in the process of transforming to professional learning communities where instructors will collaboratively discuss what actually happens in their particular classrooms, compare that to the course curriculum, establish priority standards, implement common formative assessments, and discuss with colleagues strategies to improve student performance and outcomes. They will analyze classroom data and adjust and change instruction based on outcomes and other data. A faculty inquiry group will also be organized to study, discuss, and disseminate information found in the new BSI *Basic Skills Completion* booklet from the Chancellor's Office and *Improving Adult Literacy Instruction* from the Office of Vocational and Adult Education (OVAE).

Funding Challenges Required implementation of BSI Goals in Phases:

Phase 1 – (2008-2010) Revision of curriculum and restructure of the programs and physical environment; revise curriculum; emphasize the use of technology in the classrooms.

Phase 2 – (2010-2011) Creation of a hybrid of integration of non credit programs in a new physical environment on the Santa Ana College campus.

Phase 3 – (2011-2012) Expansion of the *Skills for Success Framework* for the entire Adult High School Diploma program for CEC with the restructuring of the physical environment in the large high school room at Centennial Education Center to promote collaborative learning.

Phase 4 – (2012 – 2013) Creation and Implementation of a Transition Project. Intermediate ESL students at large sites will hear presentations from outreach staff and counselors to help them complete their personal educational plans. Counselors will offer follow up counseling sessions.

Phase 5 – (2013 – 2014) Two Focal Points:

• Creation of a College Transition Academy to provide more support for transfer to credit classes in addition to the expansion of educational planning to all levels of ESL.

• Integration of Technology into ESL, reading, writing, math, and social science classes. The concept will be on collaborative learning with lessons that allow students to be collaborative, communicative and creative with a 3:1 ratio of students to iPads or Tablets.