



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

**College Name: San Bernardino Valley 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, 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.

<b>Category</b>	<b>Total Allocation for 2010-2011</b>	<b>Total Expenditures by Category from 7/1/10 through 6/30/13</b>	<b>Total Unused Allocation Reverting Back to the State</b>
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services		<b>\$38,979</b>	
D. Supplemental Instruction and Tutoring		<b>\$53,543</b>	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		<b>\$4,907</b>	
G.1 Coordination			
G.2 Research			
G.3 Professional Development		<b>\$1,454</b>	
<b>TOTAL:</b>	<b>\$98,883</b>	<b>\$98,883</b>	<b>0</b>

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Signature, Chief Business Officer

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

**College Name: San Bernardino Valley 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 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.

<b>Category</b>	<b>Total Allocation for 2011-2012</b>	<b>Total Expenditures by Category from 7/1/11 through 6/30/13</b>	<b>Total Planned Amounts by Category as of 6/30/13</b>
A. Program, Curriculum Planning and Development			\$4,726
B. Student Assessment			
C. Advisement and Counseling Services		\$5,576.83	\$36,435
D. Supplemental Instruction and Tutoring		\$5,342.48	\$29,000
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		\$1,641.16	\$4,900.49
G.1 Coordination			
G.2 Research			
G.3 Professional Development		\$4,879.04	
<b>TOTAL:</b>	<b>\$92,501</b>	<b>\$17,439.51</b>	<b>\$75,061.49</b>

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

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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Signature, Chief Business Officer

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

**College Name: San Bernardino Valley College**

**Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2015, will revert back to the State Budget.

Enter from the 2012-2013 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.

<b>Category</b>	<b>Total Allocation for 2012-2013</b>	<b>Total Expenditures by Category from 7/1/12 through 6/30/13</b>	<b>Total Planned Amounts by Category as of 6/30/13</b>
A. Program, Curriculum Planning and Development			<b>\$4,501</b>
B. Student Assessment			
C. Advisement and Counseling Services			<b>\$43,000</b>
D. Supplemental Instruction and Tutoring			<b>\$40,000</b>
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment			<b>\$1,000</b>
G.1 Coordination			
G.2 Research			
G.3 Professional Development			<b>\$4,000</b>
<b>TOTAL:</b>	<b>\$92,501</b>	<b>0</b>	<b>\$92,501</b>

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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Signature, Chief Business Officer

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Date

## [2]. Narrative Response

**How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?** The Basic Skills Committee, a committee comprised of faculty representing disciplines across the curriculum, administrators, and classified staff address the basic skills needs across campus and develop avenues for the campus to utilize BSI funds to promote innovation and expansion of existing services in the basic skills, both in instruction and student support services. The diverse makeup of the committee helps to ensure that needs are being recognized and addressed across the campus. Calls for basic skills individual and group projects are made both in the fall and spring semesters. Embedded within the project application form is the direct reference to the BSI long-term goals on our campus and terminology within the forms is designed to promote the activities that were addressed and approved by the Basic Skills Committee as encompassing those in the action plan for 2013-14. The college's Educational Master Plan (EMP) addresses basic skills as one of the major themes that drive the document, and the plan states that one of the tasks of the college is "to envision clear direction [...] for integrated planning, basic skills and transfer, and to support the college's attention to student learning." The EMP also directs the campus, as one of its values/tenets to make plans and decisions that are "data driven and based on an informed consideration of what will best serve students and the community." The EMP further links directly to the college's Strategic Plan, specifically to the areas of access and success. The EMP appeals to the individual departments and services that make up the college, and the focus is at the micro-level for evaluation of programs and services. Within the data that is provided for programs and services, the link is made to the overall college community and the Program Review process enlists this data, data which is updated yearly, to make decisions about needs, efficacy, and ultimate funding of programs and services; therefore, efficacy accountability is ultimately linked to the Program Review process. Through the EMP narratives, it is shown that the projects funded by Basic Skills are appropriate to the visions and missions of the college.

**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?** Access has always been at the forefront of campus-wide discussions on meeting the needs of basic skills students. Along with discussions of access, the college dialogue links student success—access is only meaningful if the college provides students with the support they need to succeed in

obtaining their individual goals. Non-credit courses have been discussed on campus as a way to appeal to the needs of students who are not yet ready for the basic skills courses that are offered. ESL, Reading, and Math currently have courses that are without a prerequisite and students are able to enroll in them despite a score on the college's assessment that may indicate that they are, in fact, lower than the curriculum that drives those courses. ESL developed a series of eight non-credit courses, and they are offered on a limited basis. The college is continuing to explore ways to address this population of students. Functioning effectively within the parameters of internal processes, procedures, and timelines was an issue addressed by the Basic Skills Committee in the past, and we are continuously working to hone the interaction between the committee responsibilities and the district. For example, last year the committee called for proposals in spring, 2013, for implementation in fall, 2013, so that projects could begin immediately at the beginning of the semester. Timelines and processes within the Basic Skills Committee continue to be evaluated and revised in order to become more efficient and maintain currency in activities.

**What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?** Course success, retention, and persistence rates of basic skills students have been major components in determining the usefulness of projects funded through BSI. The focus on BSI funding allocation being data driven is embedded into the project proposal process that is used for those who submit requests for funding to the committee. Upfront, the committee asks the proposers to address their plan for assessing the effectiveness of the activity's outcome before the project begins. The long-term goals for the campus are clearly stated on the form and the benchmarks that those contain are clearly stated, further reinforcing the need of the proposers to address the impact of the project. The Office of Institutional Research supports the Basic Skills Committee by providing data for projects and reporting out to the committee on the assessment of that data and the way that it has impacted the benchmarks that were set in the long-term goals. Each spring project proposers are asked to complete an end-of-the-year report and present the outcomes of the project to the Basic Skills Committee, outcomes in terms of both expenditures and impact on learning. The Dean of Institutional Research sits on the committee and informs the committee about the avenues available for research and the connections that can be addressed through the college's current data collection system. A yearly report is given to the committee by the Institutional Researcher on the progress the college has made on the benchmarks. So both local and global data is collected and assessed.

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

SBVC improved on three basic skills measures between the 2008-10 and the 2010-12 cohorts. As shown in Table 1a, the 2010-12 math cohort improved from 2% success to 3% success for those who started three levels below. For those who started one-level below, the math success rate improved from 29% to 36%, resulting in a 7% increase. Finally, for the student in English who started two levels below, there was a 3% increase from 12% to 15%. All other areas either show a drop in the percentage of successful students or showed no change.

	<b>Three levels</b>	<b>Two-levels</b>	<b>One-level</b>
Math 2008-10 cohort	2%	13%	29%
Math 2010-12 cohort	3% (+1%)	13% (0)	36% (+7%)
English 2008-10 cohort	1%	12%	22%
English 2010-12 cohort	*1%(0%)	15% (+3)	28%(-6)

**Note:** The numbers in parentheses are the percentage difference between the two cohorts. Positive values show improvement.

\*Reading course

	<b>Three levels below</b>	<b>Four levels below</b>	<b>Six levels Below</b>
ESL 2008-10 cohort	12.5%	10%	4%
ESL 2010-12 cohort	0%(-12.5%)	7% (-3%)	3% (-1%)

**Note:** The 12.5% drop for three levels below represented only 1 person in 8—too small of a sample to draw conclusions.

This report summarizes data from the basic skills tracker provided by the California Community College Chancellor’s Office Data Mart. Students from two cohorts were tracked for the report. Data of the 2008-10 cohort represents the performance of students who enrolled in their first basic skills course in 2008. Data for the 2010-12 cohort represents the performance of students who enrolled in their first basic skills course in 2010. Each cohort was tracked for two years. Success rates were calculated for every student who started in a class below transfer level in English, math, and ESL. The results of the analysis clearly shows that success rates increase substantially with every level closer to transfer courses a student starts his/her basic skills coursework.

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

Due October 10, 2013

College Name: San Bernardino Valley College

**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	The percentage of students who immediately enroll in successive basic skills courses in English/ESL, math, and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate) will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.	\$20,000
B	The percentage of students who begin at two levels below transfer-level English and math, and successfully complete transfer-level English and math within four years, will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.	\$55,400
C	The percentage of courses that participate in contextualized learning will increase 20% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.	\$17,101
<b>TOTAL ALLOCATION:</b>		\$92,501

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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Signature, Chief Instructional Officer

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Date

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Signature, Chief Student Services Officer

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Date

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

Due October 10, 2013

College Name: **San Bernardino Valley College**

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
1. Implement supplemental instruction across the disciplines. The first cohort will include courses from Reading, English, Modern Languages, Automotive, and Music.	A/B/C	December 2013	Vice President of Instruction/Basic Skills Committee Faculty Co-Chair	Since 90% of the college's students assess into one or more of the basic skills areas, supplemental instruction will be provided in basic skills courses and courses that do not have a basic skills prerequisite. The successful completion rate of students who receive supplemental instruction in these sections will be 5% higher than the successful completion rate for students who enrolled in comparable courses without supplemental instruction in 2012-13	\$26,400
2. Continue to support Writing Center, Reading Lab, and Tutoring Center Services.	A/B	May 2014	Center Directors	Data for this measure will be collected through qualitative means—student and/or instructor satisfaction surveys. At the end of the semester, students will be asked whether the centers have helped them achieve their goals, including information about specific objectives (e.g., passed the Math class with a "B"; felt more confident in writing essays, etc.)	\$29,000
3. Continue to support advisement, counseling, and learning communities that enlist counseling services within the curriculum (i.e. Puente & Tumanini).	A/B	May 2014	Dean of Counseling	Continue to support counseling contact hours with students who need educational plans developed. A cohort of students will be identified who were counseled, and its success rate will be compared to those who entered at the same time and did not receive counseling input. The percentage of students who received counseling will be 3% higher than those in the cohort who did not.	\$29,101

			Puente Coordinator	Hispanic students in the Puente who successfully complete Freshman Composition will be 5% higher than the successful completion rate for Hispanic students in 2012-13.	
			Tumaini Coordinator	African-American students in Tumaini who successfully complete the next level of basic skills courses into which they were enrolled will be 5% higher than the successful completion rate for African-American students in 2012-13.	
4. Implement a systematic process to help interested parties on the campus to fund projects to assist basic skills students and to provide basic skills training across the curriculum to faculty. Includes program and curriculum planning and development, and instructional materials and equipment.	A/B/C	May 2014	VPI, Basic Skills Committee, Professional Development Coordinator, Faculty	Support projects across the disciplines that enlist strategies to improve basic skills. Project implementers will provide pre- and post- tests in order to measure student success.	\$8,000
			VPI, Basic Skills Committee, Professional Development Coordinator	Link with Professional Development in order to provide ongoing basic skills training for faculty across the disciplines. Offer workshops in the areas of reading, math, and English to discipline specific faculty.	
				<b>TOTAL ALLOCATION:</b>	\$92,501

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Date

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Signature, Chief Student Services Officer

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Date



## EXAMPLE GOALS and ACTION PLAN ACTIVITIES

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

[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:** San Bernardino Valley 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. Gloria Fisher	Interim President	<a href="mailto:gfisher@sbccd.cc.ca.us">gfisher@sbccd.cc.ca.us</a>
Dr. Haragewen Kinde	Vice President of Instruction	<a href="mailto:hkinde@sbccd.cc.ca.us">hkinde@sbccd.cc.ca.us</a>
Dr. Paula Ferri-Milligan	Instructor , Language Arts	<a href="mailto:pferri@sbccd.cc.ca.us">pferri@sbccd.cc.ca.us</a>
Dr. Jeremiah Gilbert	Instructor Mathematics	<a href="mailto:jegilber@sbccd.cc.ca.us">jegilber@sbccd.cc.ca.us</a>

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	\$4,000
Student Assessment	
Advisement and Counseling Services	\$29,101
Supplemental Instruction and Tutoring	\$55,400
Coordination & Research	
Professional Development	\$4,000
<b>TOTAL:</b>	\$92,501

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Signature, Chief Executive Officer

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