

**[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: San Bernardino Valley 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			
B. Student Assessment			
C. Advisement and Counseling Services		64,694	0
D. Supplemental Instruction and Tutoring		25,307	0
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			0
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	90,000	90,000	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: 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, 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			
B. Student Assessment			
C. Advisement and Counseling Services		7,103	21,106
D. Supplemental Instruction and Tutoring		22,544	7,456
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		4,907	159
G.1 Coordination			
G.2 Research			
G.3 Professional Development			35,608
TOTAL:	98,883	34,554	64,329

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: 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 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		0	20,000
B. Student Assessment			
C. Advisement and Counseling Services		0	33,000
D. Supplemental Instruction and Tutoring		0	23,000
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		0	10,000
G.1 Coordination			
G.2 Research			
G.3 Professional Development		0	6,501
TOTAL:	92,501.00	0	92,501.00

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

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

The past five years have created a positive change in the way San Bernardino Valley College (SBVC) views and addresses the needs of its basic skills students. Since the college-wide discussions took place initially to develop a focused and comprehensive plan, SBVC has been moving forward, although sometimes slowly, to implement those strategies. Accomplishing institutionalization—developing sustainable processes—earlier in the five-year plan would have been beneficial to the way that the institution addresses basic skills across the curriculum and would have assisted in promoting continuous and adequate funding for that mission. For example, mandatory orientation and assessment, primary vehicles toward institutionalization of the basic skills commitment, were established and implemented beginning with the past academic year. This implementation came about slowly, and the delay has now stretched campus resources. Earlier institutionalization of this process would have provided the impetus for the institution to consistently direct funds and staff to those areas that support the processes. Additionally, the campus has been, sporadically, addressing the need for noncredit courses. Two pilot classes were offered in the 2010/2011 academic year for a noncredit ESL program, and although they were proving successful in meeting the needs of our students, noncredit courses were discontinued due to budget constraints and lengthy union discussions. Beginning these discussions earlier and engaging in more widespread communication among the various stakeholders on campus would have helped to ensure a streamlined and sustainable process in which to implement noncredit classes.

Planning has also been a systemic issue throughout the past five years. Each year, planning for the year's activities has been conducted in the fall semester. This has caused delays in funding projects because of the lengthy approval process for expenditures. By the time planning took place, announcements were made for proposals, projects were reviewed and approved by the committee, paperwork was generated, and the board approved the projects, funding sometimes came too late to conduct some of the projects. The basic skills committee has reassessed the planning process, which will now be coordinated in the spring semester so that the committee is able to begin processing and funding projects immediately with the beginning of the fall semester. The committee has now focused on the mechanism to be developed to support basic skills improvement across the campus—a mechanism that has not

existed. To promote the basic skills on campus, innovators across the disciplines need to be identified and supported through a process that invites them and links those projects to the long-term goals for the campus.

Finally, the Basic Skills Committee has moved from being an Academic Senate Committee to a general college committee—placing that committee within the campus structure and institutionalizing it at SBVC. In addition, the Curriculum Committee has addressed basic skills prerequisites for courses across the curriculum as part of its process—placing basic skills competencies in the forefront of curriculum development across the disciplines. To continue to institutionalize basic skills, the campus needs to re-evaluate the needs of the students. When the basic skills dialogue began on the campus, it was an active and inclusive process that culminated in a five-year action plan that fit the needs of our students. It was a vibrant process that brought all factions of the institution together to address areas of concern and pathways for improvement. Since that time, campus-wide dialogues have been minimal. This year the committee has chosen to engage the campus in those dialogues once again. Consistently addressing changing college needs on a global level needs to become a campus commitment; further, it calls for a commitment to create action plans that develop from those needs and make optimum use of resources.

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

This analysis covers four years of data using the Basic Skills Progress Tracker to explore the 2007 student cohort starting with basic skills courses 1, 2, and 3 levels below transfer. Four years was selected as the cut-off because the percentage of SBVC students achieving success after four years was inconsequential.

The cohort comprises all students (first-time and continuing) who started the basic skills sequence throughout 2007. We do not report the percentage of continuing students in the cohort here, but previous research has shown that students who enroll in basic skills during their first year of enrollment are more likely to be successful than those who delay enrollment for a year or more.

This analysis focuses on the math sequence, but English success and progress rates with respect to ethnic and gender differences appear similar. Furthermore, success rates among SBVC students are similar to those of many other community college students throughout the state. The analysis gives us a clear pattern of students starting at lower levels as less likely to succeed and students starting with one or two levels below transfer show dramatically higher success rates than students starting at lower levels.

Math Cohort Analysis

The largest percentage of students start sequences two or more levels below transfer. In 2007, over 500 students started three or more levels below transfer, 442 started two levels below, and 291 started one level below. Although 312 students were successful in the course three levels below transfer, only 237 enrolled in the next course. Less than 70 students qualified for transfer level math--this represents less than 6%. This analysis compares those starting three levels below with those starting one level below.

Three levels below Math Transfer Courses: For the 500 students who started three levels below transfer, only about 9% managed to successfully complete college algebra within four years. For African-American males, the success rate is profoundly low; only 1 student in 30 who started three levels below transfer was successful.

One level below transfer: Students who started one level below transfer showed a success rate of 40%, a substantial increase over those who started three levels below, and with a striking 27% increase for African Americans. The success rate for Hispanic students was not significantly different from all students—a 9% success rate for those starting three levels below transfer and a 40% success rate for those starting one level below.

Summary: Data suggest that pre-assessment workshops and partnerships with feeder high schools improve course preparation. Success rates increase dramatically with every incremental increase in assessment/placement.

It is important to encourage successful students at every level to persist to the next level. At every level, about 67% of students successfully complete courses. Over 20% of these students do not persist to the next course. And 25% of the students were successful but did not proceed through the sequence within the four-year timeframe. Counseling and accelerated programs are being piloted to address this concern.

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

Due October 10, 2012

College Name: San Bernardino Valley College

Goal ID	Long-Term 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.
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.
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.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

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

Due October 10, 2012

College Name: San Bernardino Valley College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Implement Supplemental Instruction for Reading and English/ESL courses.	A	December 2012 May 2013	English/Reading Department Chairs Faculty	English and Reading faculty will consult to discuss the proposed plan and document these discussions with minutes. If agreed upon by faculty, supplemental instruction will be implemented in two sections of English 914, one section of Reading 920 and one section of Reading 950. 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 courses without supplemental instruction in 2011-12.
Support learning communities that link basic skills courses to content courses.	B	May 2013	Puente Coordinator Tumaini Coordinator Learning Community Coordinator	Hispanic students in the Puente who successfully complete Freshman Composition will be 5% higher than the successful completion rate for Hispanic students in 2011-12. 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 2011-12. Students in learning communities (that link basic skills courses to content courses) and who successfully complete both courses will be 5% higher than the successful completion rate for students who were enrolled in those courses separately in 2011-12.
Continue to support increased student contact hours and instruction in student services areas.	A	May 2013	Dean of Counseling/ Department Chairs in English and Reading Dean of Counseling	Develop and implement pre-assessment workshops in reading and English. Conduct two pre-assessment workshops in reading and two in English. Students participating in pre-assessment workshops will place 5% higher than students in a control group during the same assessment period. 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.
Develop 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 disciplines.	C	May 2013	VPI, Basic Skills Committee, Professional Development Coordinator, Faculty VPI, Basic Skills Committee, Professional Development Coordinator	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. Link with Professional Development in order to provide ongoing basic skills training for faculty across the disciplines. Offer one workshop each in the areas of reading, math, and English to discipline specific faculty.
Continue to support Writing Center, Reading Lab, and Tutoring Center Services.	A/B	May 2013	Center Directors, Lead Researcher	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.).

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2012**

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: San Bernardino Valley 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. Larry Buckley	Interim President	lbuckley@sbccd.cc.ca.us
Dr. Haragewen Kinde	Interim Vice President, Instruction	hkinde@sbccd.cc.ca.us
Paul Ferri-Milligan	Instructor, Language Arts	pferri@sbccd.cc.ca.us
Dr. Jeremiah Gilbert	Instructor, Mathematics	jegilber@sbccd.cc.ca.us

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	14,000
B. Student Assessment	10,000
C. Advisement and Counseling Services	33,000
D. Supplemental Instruction and Tutoring	22,500
E. Articulation	
F. Instructional Materials and Equipment	2,500
G.1 Coordination	
G.2 Research	
G.3 Professional Development	10,501
TOTAL	92,501

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date