

**2010-2011 Basic Skills Allocation End-of-Year Report
2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan
Submission Deadline: October 10, 2011**

Los Angeles Southwest College

**[1a] 2008-09 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Los Angeles Southwest College

Basic Skills funds allocated in 2008-2009 expire as of June 30, 2011, and cannot be expended beyond that date. All unexpended funds as of July 1, 2011, revert back to the State Budget. Enter from the 2008-09 allocation the total expenditures from 7/1/2008 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds (refer to the final 2008-2009 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 2008-2009	Total Expenditures by Category from 7/1/08 through 6/30/11	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		11,950	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		0	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination		11,413	
G.2 Research		0	
G.3 Professional Development		191,282	
TOTAL:	214,645	214,645	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1b] 2009-2010 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Los Angeles Southwest 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, will revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures and encumbered amounts from 7/1/2009 through 6/30/2011, 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 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development		9,869	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		0	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination		2,420	
G.2 Research		0	
G.3 Professional Development		149,148	
TOTAL:	167,804	161,437	6,367

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2010-2011 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Los Angeles Southwest 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 6/30/2011, 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 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development		20,663	
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development		81,528	
TOTAL:	125,435	102,191	23,244

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[2] 2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Narrative Response

Los Angeles Southwest College

Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

	2007-2008	2008-2009	2009-2010
Mathematics	45.9	41.3	37.2
Writing	50.3	55.8	53.3
Reading	46.0	48.9	56.5
ESL	79.6	88.9	n/a
All Basic Skills	50.7	49.3	47.4

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

	2005/06 to 2007/08	2006/07 to 2008/09	2007/08 to 2009/10
Mathematics	49.2	47.9	47.6
Writing	52.1	56.8	59.6
Reading	48.9	47.1	47.1
ESL	44.9	32.3	22.7
All Basic Skills	50.3	51.4	52.6

The Top Five Basic Skills Activities/Interventions

1. (D.2.1). The English and Mathematics departments instituted a requirement that all students taking basic skills English and math courses complete 18 lab hours following a curriculum connected to their classroom lectures.
2. (D.5.). The college opened a English Writing Center. A team of full-time and adjunct English professors developed a module-based curriculum for the center that aligned with the classroom curriculum. Students' lab work was evaluated and feedback given to instructors.
3. (C.2.1). The English and Mathematics departments formed committees to recommend a common textbook for each basic skills course. Findings were presented to faculty in each department and a common textbook was adopted. In addition, the English department developed and adopted a common master syllabus for its basic skills through transfer level courses.
4. (C.2.1). The Mathematics department instituted a common final for the pre-algebra course. This process entailed all instructors coming together to grade finals and to have discussions on approaches for enhancing pedagogy and curriculum to improve student success. The English Department participated in norming/scoring activities for their common final as well.
5. (D.7.1). The English and Mathematics departments aligned their curriculum for exit and entrance skills. For example, exit skills of courses four levels below were aligned with the entry skills of the third level and so on.

Ways in Which These Five Activities/Interventions Impacted Basic Skills Improvement and Completion Rates

There was a 2.3% increase in improvement rates for ESL and Credit Basic Skills courses over three years and a 3.3% decrease in Annual Successful Course Completion Rates for Credit Basic Skills Courses. Data analyzed from the college's focus groups conducted in Fall 2010 cited students' unmet personal needs, academic under-preparedness, difficulty accessing academic support services, and economic issues as factors that provide context for the decline in course completion rates. Overall, improvement rates increased by 2.3%, while reading held steady (47.1%) and math rates decreased marginally (1.6%). The largest increase occurred in Writing.

The 7.5% increase in improvement rates for writing can be attributed to a number of interventions:

- The development of curriculum in the English Writing Center lab that aligned with that of the classroom. This allowed for formative assessment to close the feedback loop and enhance student learning.
- The 18-hour lab requirement for students which complemented and reinforced the classroom curriculum.
- The English Department's establishment of common textbook and master syllabus. This consistency of content facilitated the norming/scoring process for the common final.

In credit ESL, the decline in improvement rates substantiates anecdotal evidence about the program's continual decline. Some possible factors which may provide a context for this situation: the English/Foreign Language Department focused its efforts on interventions for developmental English; and some students found the flexibility of the non-credit ESL program more conducive to their schedules and academic needs. In the upcoming year, the college will explore strategies for improving the program.

Activity/Interventions that Worked Particularly Well

The English/Foreign Language Department's interventions in the areas of course-related learning assistance, curriculum development and implementation have proven to increase student success. One study the college conducted provided evidence that classroom activities/interventions in developmental English courses such as master syllabi, common textbook, norming/scoring activities, culturally responsive pedagogy combined with indirect applications such as the common book reading, etc., resulted in increased completion and success rates. The development of a viable planning process for continuous improvement and innovation was a notable achievement of the English/Foreign Language Department. This process included a review of the literature and best practices, a review of college issues and needs, a commitment to dialogue among all department faculty and campus stakeholders, and a working group structure involving full-time and adjunct faculty to develop, implement, and assess curricular and supplemental learning activities.

Activity/interventions that did not Work Well

The Mathematics department instituted a common final for the pre-algebra class. This process entailed all instructors coming together to grade finals and to have discussions on approaches for enhancing pedagogy and curriculum to improve student success. Improvements expected from this process did not materialize. LASC conducted student focus groups regarding developmental courses. Much of the feedback concerned the disconnect between math lab activities and supplemental instruction and the classroom lecture and activities. The Mathematics department will factor this valuable data into an improvement plan for the upcoming year.

Challenges Engaging in These Activities/Interventions

The English and Mathematics departments engaged in a number of promising interventions to improve student success in developmental courses. One challenge was observed in follow-through with faculty to ensure that all had the same understanding about the goals of the interventions and the implementation strategies. It was difficult to monitor implementation of these activities within the classroom. The Mathematics Department made headway in its supplemental instruction and tutoring program activities. However, the lack of coordination between lab and classroom activities coupled with the lack of funds to hire additional tutors and supplemental instructors for specific courses and to provide training, impeded progress in this area.

Type of Support and Finances Needed to Engage More Deeply in these Activities/Interventions

A robust institution-wide basic skills program that is responsive to the needs of its community is integral to student success at the college and to the fulfillment of its mission. In order to gain traction and make progress towards this goal, the basic skills program budget needs significant augmentation to sustain programs at their current levels and to effectuate the necessary programmatic, community, departmental, and course-level activities/interventions needed for ongoing student success (e.g. the College of Readiness, expansion of academic and student support services, increased faculty and staff development in basic skills curriculum and culturally responsive pedagogy).

Additional Comments

Los Angeles Southwest College is in its second year of the Achieving the Dream (ATD) initiative. ATD is an evidence-based, student-centered initiative that promotes student success. Colleges that participate in this initiative develop and implement research-based practices that include qualitative and quantitative analysis of the college's strengths and deficiencies. The research allows colleges to assess their practices to determine how effective they are and to develop necessary successful interventions to enhance and support overall student success.

[3] Data Analysis for Selected Activities

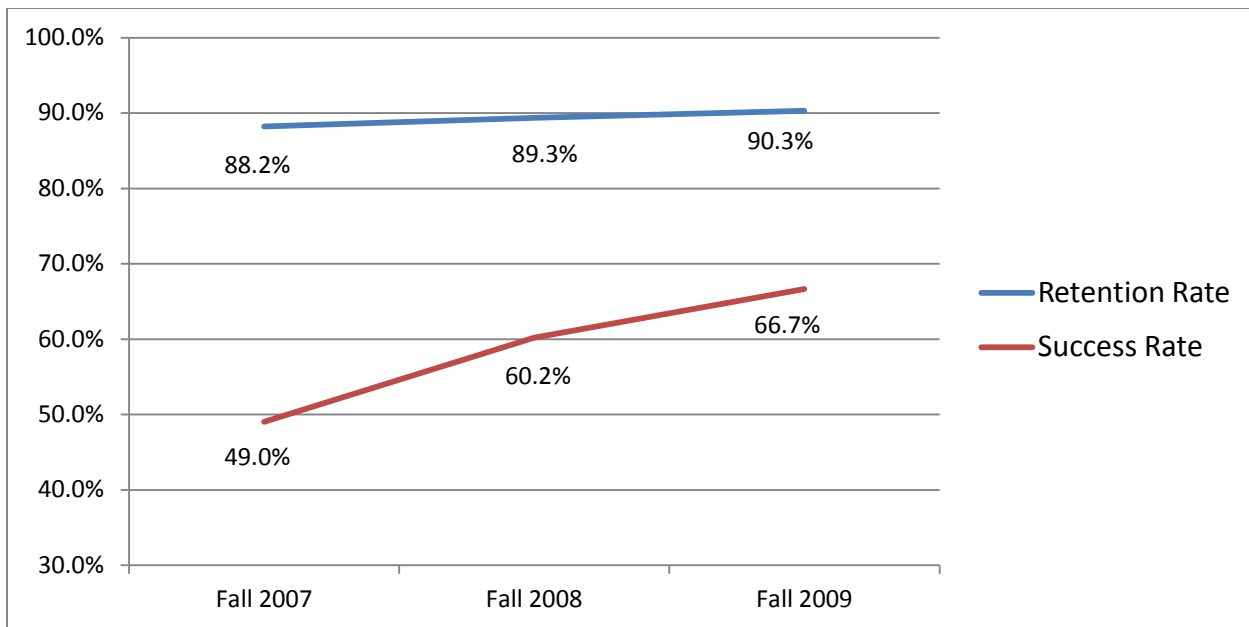
Summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills.

In consonance with its state basic skills five year goals, in 2007 Los Angeles Southwest College began a study on the retention, success, and matriculation of students in developmental math and English. From that process, the college implemented a series of interventions beginning Fall 2008. Subsequently, the college conducted an annual assessment and evaluation along with an analysis of the impact that those interventions had on students enrolled in its Fundamentals of English course (English 021). The core indicators of the study were retention, successful course completion rates and matriculation of students into higher level courses (Intermediate English—English 28 & transfer level—English 101). Some of those interventions included the development of more student-friendly master syllabi, a common textbook, improving the common final, allowing students face-to-face feedback and retake, if necessary; culturally responsive pedagogy; the college opened an English Writing Center with curriculum matched to textbook, SLO's, and the final exam; a common book reading, etc.

The college discovered that eight out of ten variables assessed in the study demonstrated that these interventions had a positive impact upon students in all three of the core indicators. Graph 1 below shows that success rates in English 21 rose from 49% to almost 67% over three successive fall terms.

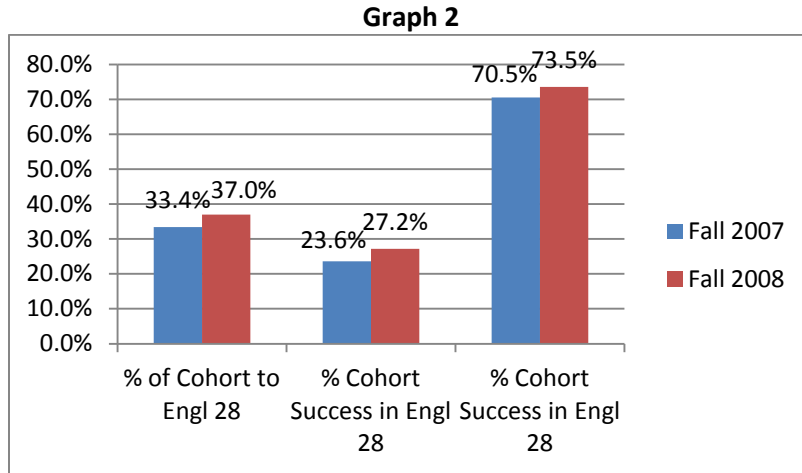
Retention and Success in English 21

Graph 1



Graph 2 below shows that students who underwent the interventions in English 21 were more likely to matriculate to English 28 and were more successful in English 28 than the previous cohort who did not experience the interventions.

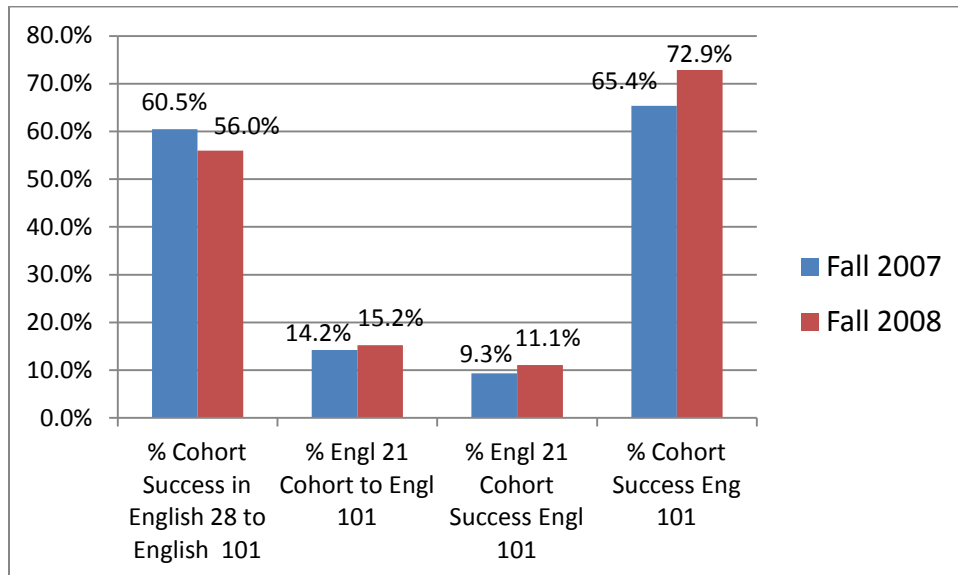
Matriculation of Cohort into and Success in English 28



Graph 3 below shows that students who underwent the interventions in English 21 were more likely to matriculate to English 101 and were more successful in English 101 than the previous cohort who did not experience the interventions employed in English 21.

Matriculation of Cohort into and Success in English 101

Graph 3



[4a] 2011-2012 ESL/Basic Skills Action Plan

**District: Los Angeles Community College District
College: Los Angeles Southwest College**

Due on or before October 10, 2011

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
Develop a College of Readiness non-credit basic skills program with a course sequence that facilitates student progress to Math and English Courses one level below college level within 1 year.	A.1.5	June 1, 2011	Basic Skills Coordinator, Dean of Student Services.	<ol style="list-style-type: none"> 1. Increase course completion and improvement rates of students enrolled in non-credit basic skills Math and English 2. Increase sections of non-credit basic skills Math and English Classes. 3. Develop and encourage participation in a student orientation about the College of Readiness. 	<ol style="list-style-type: none"> 1. 50% of students enrolled in non-credit math and English classes will successfully transfer into credit Math and English classes. 2. More sections of Non-Credit Basic skills classes will be offered in 2011/12 compared to 2010/11. 3. 80% of student who qualify for College of Readiness will participate in the Orientation.
The College of Readiness, conjunction with the Achieving the Dream initiative, will coordinate campus-wide staff development workshops for full-time and part-time faculty on improving basic skill performance in English and Math.	A.5.3	May 15, 2012	Executive Vice President, Dean of Student Services.	The number of workshops on campus and the number of faculty that participate.	Three workshops will be offered on campus and 50% of the faculty in English and Mathematics will participate.
Create an assessment plan to measure the effectiveness of tutors, supplemental instructors, My Math Lab software, and content used in English and math basic skills.	B.1.5	June 1, 2011	Executive Vice President, Coordinator Student Success, Dean School of Science and Math, Dean School of English and Foreign Language	The creation of assessment instruments, data collection and analysis, dissemination of results, recommendations for improvement, implementation of improved programming.	<p>Development of surveys measuring impact of basic skill tutors, lab experiences, content, My Math Lab software, and supplemental instructors</p> <ol style="list-style-type: none"> 1. Written recommendations for program improvement based on survey data. 2. 5% increase in successful completion of basic skills Math 115 and 125 from 2010/11.

Conduct orientations and counseling meetings for students who qualify for The College of Readiness	B.3.4	April 15, 2012	Director of the College of Readiness, Basic Skills Coordinator.	<ol style="list-style-type: none"> 1. Develop orientation materials and schedule meeting dates. 2. Number of orientations offered 3. Alignment of orientation content with needs of basic skill students. 	<ol style="list-style-type: none"> 1. Orientations are developed and piloted with a least 3 orientations will be offered. 2. There will be a 20% increase in participation in non-credit basic skills classes.
Improve faculty development through the creation of a Faculty Academy designed to improve instruction, content development, and student assessment.	C.2.1	June 1, 2012	Dean of Student Services	<ol style="list-style-type: none"> 1. Development of an infrastructure for managing, marketing, and funding the academy. 2. Creation of a calendar of events for training and professional development of faculty. 3. Development of assessment plan to measure impact. 	<ol style="list-style-type: none"> 1. 3 professional development events will be offered on campus. 2. 25% of the faculty will participate in one event or more. 3. 75% of the participates will agree or strongly agree the event they attended was beneficial to their development.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

- **Los Angeles Southwest College goals have not changed**

**[5] 2011-2012 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2011**

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 the total planned expenditure by category through the expiration of the funds on July 1, 2014. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

District: Los Angeles Community College District

College: Los Angeles Southwest College

2011-2012 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
Jack E. Daniels, III	President	danielje@lasc.edu
Trudy J. Walton	Executive Vice President	waltontj@lasc.edu
Alfred Reed	Academic Senate President	ReedA@lasc.edu
Patrick Jefferson	Dean of Student Services	JefferPD@lasc.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	28,363
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	80,000
E. Articulation	
F. Instructional Materials and Equipment	4,300
G.1 Coordination	6,272
G.2 Research	
G.3 Professional Development	6,500
TOTAL	125,435

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date