

**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 Trade Tech College

Please find attached the instructions and templates for submission of your 2010-2011 Basic Skills Allocation End-of-Year Report and your 2011-2012 Basic Skills Allocation Action Plan and Expenditure Plan. All documents are due at the Chancellor's Office on or before October 10, 2011.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please contact Mark Wade Lieu at 916.327.2987 or mlieu@cccoco.edu.

[1]. 2008-09 | 2009-2010 | 2010-2011 Basic Skills Allocation End-of-Year Expenditure Reports for FY 2010-11

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2011 for each of the funding years. Original signatures are required from the Chief Executive Office, the Chief Business Officer, and the Academic Senate President on each form.

[2]. Narrative Response to Basic Skills Improvement and Completion Rates for Credit Courses

On this form, you have been provided with your college's basic skills completion and improvement rates for 2007-2010 (taken from the ARCC Basic Skills Supplemental Report – Tables E2 and E3). Responding to the questions in this section, discuss how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the basic skills professional development project, in 2012. *Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.*

[3]. Data Analysis for Selected Activities

You are being asked to summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. Tutoring
2. Learning Communities
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

You may submit analyses that you have already completed through your campus processes or use the list of potential approaches provided in this section.

[4]. 2011-2012 Basic Skills Action Plan

Rather than listing all basic skills activities/interventions planned for 2011-2012, we are requesting that your action plan focus on, at most, five activities/interventions. For each of these activities/interventions, we ask that you give thought to what the measurable outcome is and how you will judge that this activity/intervention has been effective. The Effective Practice and Strategy ID can be found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges*.

We hope that the narrative response and data analysis required for 2010-11 will help you prepare for the development of your 2011-12 Action Plan, and we see this change in the 2011-12 Action Plan as assisting you in filling out the end-of-year report next year.

The college should complete the Long Term Goals [4b] form only if there are changes to the college's original long term goals from 2009-2010.

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

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2011-12 allocation. (See the proposed district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August, 2011.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college's 2010-11 - 320 reports that are due at the Chancellor's Office on November 1, 2011, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2011-12 State Budget language. If your college does not generate FTES equivalent to \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

Mail the signed Reports and Plans to:

Mark Wade Lieu, Academic Affairs
California Community Colleges Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2011-12 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2011-12 and the items purchased/funded that were specified in the Expenditure Plan. The 2011-12 End-of-Year report is tentatively scheduled to be due on October 10, 2012.

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

Los Angeles Trade Tech 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			
B. Student Assessment			
C. Advisement and Counseling Services		47,421.00	
D. Supplemental Instruction and Tutoring		130,033.00	
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		1,500.00	
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	263,305	178,924.00	84,381

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 Trade Tech 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			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		138,875.00	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		196.00	
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	146,391	139,071.00	7,320

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 Trade Tech 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			
B. Student Assessment			
C. Advisement and Counseling Services		30,253.00	
D. Supplemental Instruction and Tutoring		98,612.00	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:	135,647	128,865.00	6,782

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 (Pages 6-9 September 19, 2011)**

Below, you have been provided with your college’s basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3 (see the following page for detailed definitions of the metrics). Please respond to the questions below concerning how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the Basic Skills Professional Development Grant, in 2012. Each response is limited to 200 words.

Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.

Los Angeles Trade Tech College

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

	2007-2008	2008-2009	2009-2010
Mathematics	48.9	41.7	44.2
Writing	49.3	46.2	52.8
Reading	43.8	37.4	29.9
ESL	69.5	95.0	33.3
All Basic Skills	48.7	44.7	45.4

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	47.3	46.5	42.2
Writing	51.2	50.7	49.1
Reading	25.1	26.5	18.8
ESL	5.3	16.1	25.9
All Basic Skills	46.8	46.3	42.9

- 1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year? Identify these activities by the Effective Practices ID found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges* (e.g. A.4.1 = students are required to receive early assessment and advisement)**

A.4.1	Students are required to receive early assessment and advisement for sound educational planning.	Activity 3 - First-Year Experience Programs Activity 4 - Summer Bridge Programs Activity 7 - Transition from non-credit to credit
A.5.3	A comprehensive learning assistance center provides support to developmental education	Activity 1 – Tutoring Activity 2 – Learning Communities Activity 5 – Supplemental Instruction
A.5.4	Peers and/or faculty provide mentoring to developmental education students	Activity 1 – Tutoring Activity 2 – Learning Communities Activity 5 – Supplemental Instruction Activity 6 – Early Alert Activity 7 - Transition from non-credit to credit
D.2.1	Developmental courses/programs implement effective curricula and practices	Activity 1 – Tutoring Activity 2 – Learning Communities

	for English (e.g. reading/writing integration, writing across the curriculum, and use of writing lab)	Activity 3 - First-Year Experience Programs
D. 10.5	Tutoring is available and accessible in response to student needs/desires	Activity 1 – Tutoring Activity 5 – Supplemental Instruction

2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.

Basic skills improvement and completion rates have been positively impacted in a significant manner by the top 5 activities/interventions. While the overall course completion and improvement rates for all credit basic skills declined, there was improvement in two areas. Successful completion rates in writing credit basic skills courses and improvement rates for ESL credit basic skills courses increased by 3% and 21%, respectively. In both these areas, significant resources for tutoring in these areas were provided through our Writing Center and Reading Center. The apparent total 3.3% drop in Annual Successful Course Completion Rate for Credit Basic Skills Courses and 3.9% drop in Improvement Rates for ESL and Credit Basic Skills Courses over 3 years from 2005/06-2007/08 to 2007/08-2009/10 are primarily due to economic downturn triggered by the housing market crash that is still ongoing. The sizeable enrollment influx from the burgeoning ranks of the recently unemployed, returning and freshman college students across the entire college district sharply increases demand for services amid funding cutbacks and staffing shortage. Additionally the tracking software system used by the services has been unable to meet the requirements for accurate reporting that would help our centers more accurately identify areas that have had the greatest impact on students’ basic skills.

3. What activity/intervention worked particularly well for your college/center? Please explain.

Tutoring and the Learning Skills represent the strongest Basic Skills Initiative components tied to Student Success. It has significantly increased the improvement rate for ESL from a low of 5.3% in 2005-2006 to 25.9% in 2009-2010 or 20.6%. In particular, the collaboration with the English faculty and department helped both the writing and reading centers provide a comprehensive and integrated effort to improve students reading and writing skills. In an effort to institute a metric for attendance rates, the coordinators for Tutoring and Learning Skills has devised an online system in 2009 to track positive attendance hours. The following is the summary of enrollment and Positive Attendance hours generated by the centers:

	Fall 09	Winter 10	Spring 10	Summer 10	Fall 10	Winter 11	Spring 11	Summer 11
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Enrolled Students

Writing Center	699	136	902	N/A	902	423	974	149
Tutoring Center	181	N/A	900	324	929	200	941	358
Reading Center	96	N/A	211	150	419	79	439	233
Learning Skills - Open Lab				N/A	600	N/A	246	

Positive Attendance Hours

Writing Center	1,475	2,040	2,338	1,009	2,790	1,950	4,175	1407.48
Tutoring Center	1,620	N/A (Closed)	3,600	673	2,536	835	2,361	425
Reading Center	96	N/A	1,076	923	1,874.19	658.13	5,300.30	2,830.93
Learning Skills - Open Lab				N/A	6,300	N/A	6,221**	

Another activity/intervention that worked well for our college was the expanded focus on helping students transition from noncredit to credit that occurred through faculty and peer mentoring of developmental education students and the expanded use of a pre-placement assessment to inform students of their options to review and refresh their basic skills.

4. What activity/intervention didn't work well for your college/center? Please explain.

Due to the high cost of SI, it has been conducted on a very limited basis on our campus. SI is resource-intensive and can potentially absorb 50% of the Basic Skills budget while only helping a limited number of students. While Supplemental Instruction (SI) appears to have a positive impact on the students that have received it, an in-depth analysis of the piloting of SI has not been done to identify the best practices and costs and benefits of this program. This data can better inform our program design and implementation strategies by focusing on best practices that can have positive impacts for more students without increasing costs. With shrinking resources for developmental education and increasing demand, our campus needs to invest our resources in strategies and practices that have significant benefits and results with as many students as possible.

5. What challenges did you face in engaging in these activities/interventions?

The challenges faced by the college stem from the lack of staff, a more reliable student tracking system, and a permanent secure location for the intervention/activity centers such as the Reading Center, Writing Center, Tutoring Center, and Learning Skills. Maintaining adequate and competent staff for the services is a major basic skills issue related to budgetary limitations. Quality staff ensures closer adherence to program policies needed to sustain a level of quality service that reflects positively on Student Success. The regular turnover of part-time staff (i.e., tutors, or support staff) deprives the initiative of team members vital to the program's continuity and often causes critical service disruptions. Since budgetary constraints limit training initiatives, it is crucial for the program to retain its existing trained part-time team members because it cannot afford to train new staff members. A permanent location for the Tutoring Center, Reading Center, Writing Center, and Learning Skills is needed to centralize operations and achieve a level of integration and security not available in the absence of a base of operations. The centers are currently located at a structure that has already been vandalized several times as well as broken into with expensive equipment containing sensitive data stolen. Situating the centers in a permanent and secure location ranks high on the program's list of priorities.

6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?

The Basic Skills program budget needs to be upgraded to meet with the current demands for its vital services. The depth of its engagement in student success depends on a very complex set of factors that involve staff, effective policies, close coordination with the administration and instructional staff, and a brand presence on campus in all aspects of student affairs bolstered by a robust budgetary component that can support major program priorities. Maintaining the morale of a professional staff able to meet with service demands entails regular training and opportunities for advancement, even among part-time staff members to increase a sense of ownership and satisfaction in the workplace. Staff turnover is a major challenge in fostering program continuity. It is imperative for the program to explore beneficial employment pathways that can be made available to the existing part-time staff, so that all the time, effort, and energy expended on its training and organization are not wasted by avoidable service disruptions due to turnovers. The stability of the program as well as its related services depends on a sizeable well-trained and

responsible part-time staff that can depend on employment stability. Coordination between instructional staff and the administration will enable better synchronization of the program's learning components with the goals of the program.

7. Additional comments

LATTC's Basic Skills Initiative has a larger and more significant role on our campus than ever. Through the leadership of key administrators and faculty (all of whom are members of our Basic Skills and Student Success Committees), addressing students' basic skills needs has become synonymous with student success on our campus. Additionally, the increased role and integration of noncredit basic skills faculty, increased offering of and positive outcomes of noncredit classes on our campus is having a significant positive impact in bringing the focus on developmental educational needs and services on our campus to the forefront. Noncredit and developmental education students and classes are increasingly seen as a priority and the norm and part of the mainstream more than ever.

However, it is imperative that continued institutional support and reasonable financial backing, in all aspects of its operation are maintained and even increased, so we can keep making progress on improving students' basic skills and success. Stakeholders must be involved in the formulation and/or revision of policies to enhance its reputation in the community as a program that responds to the needs of the community.

Annual Successful Course Completion Rate for Credit Basic Skills Courses (Table E2 of ARCC Supplemental Report)

Definition: The cohorts for credit basic skills course completion rate consisted of enrollments in basic skills courses for credit in the academic years of interest (2007/08, 2008/09, and 2009/10). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under title 5 or in the Chancellor’s Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Improvement Rates for ESL and Credit Basic Skills Courses (Table E3 of ARCC Supplemental Report)

Definition for Basic Skills Courses: The improvement rate for credit basic skills cohorts consisted of students enrolled in a credit basic skills English or mathematics course that successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify mathematics and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Precollegiate basic skills” designation is no longer used under title 5 or in the Chancellor’s Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial credit basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level credit course in the same discipline within three academic years of completing the first credit basic skills course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

Definition for ESL Courses: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

[3] Data Analysis for Selected Activities

You are being asked to summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. Tutoring
2. Learning Communities
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

You may submit analyses that you have already completed through your campus processes. Data disaggregated by ethnicity is strongly encouraged. If you need to create such analyses, here is a list of potential approaches that could be applied.

1. Compare the course success rates of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment

The Tutoring element in Culinary Arts (CLN ART) 121 was considered in this analysis (Table 1), where a sample of 250 students where 144 non-tutored and 106 tutored students (57.6% and 42.4%, respectively), the Passing rate was 74 students or 51% for the non-tutored and 78 students or 74% for the tutored students (a 23% difference in favor of tutored students) with a Non-Passing rate of 60 or 42% and 23 or 22% (a 20% difference also in favor of tutored students), respectively; the Withdrawal rate for each group is 10 or 7% and 5 students or 10%, also respectively.

Table 1 Passing Rates of Students

	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
All	60	74	10	144	23	78	5	106	250
%	42%	51%	7%	100%	22%	74%	5%	100%	100%

- a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)

In the same CLN ART 121 course, the gender composition (Table 2) for the non-tutored is 57 or 39.6% female and 87 or 40.1% male with Passing rate of 53% and 51%, respectively; the tutored is 58 or 54.7% female and 48 or 45.3% male with a Passing rate of 72% and 75%, also respectively.

Table 2 Gender

Gender	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
F	23	30	4	57	12	42	4	58	115
M	37	44	6	87	11	36	1	48	135
F	40%	53%	7%	100%	21%	72%	7%	100%	46%
M	43%	51%	7%	100%	23%	75%	2%	100%	54%

Also in the same CLN ART 121 course, in Basic Skills Math assessment (Table 3), non-tutored students had a Passing rate of 25 or 40% compared to 23 or 74% for tutored students; in Basic English and College English assessment (Table 4), the Passing rate for non-tutored students was 20 or 43% and 7 or 41%, respectively; for tutored, 21 or 72% and 4 or 100%, also respectively.

Table 3 Basic Skills Math (Math 125) Assessment

No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
35	25	2	62	7	23	1	31	93
56%	40%	3%	100%	23%	74%	3%	100%	100%

Table 4 Basic English (English 28) and College English (English 101) Assessment

No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
24	20	2	46	7	21	1	29	75
9	7	1	17		4		4	21
52%	43%	4%	100%	24%	72%	3%	100%	100%
53%	41%	6%	100%	0%	100%	0%	100%	100%

In terms of age, the non-tutored students had a Passing rate of 52% in the 24 years old and below, 50% in the 25 to 34 years old, and 52% in the above 34 years old categories compared to the tutored students Passing rate of 72%, 82%, and 71%, in the respective categories (Table 5).

Table 5 Age Category

Age	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total
<=24	19	23	2	44	6	18	1	25
25-34	21	25	4	50	4	18		22
>=35	20	26	4	50	13	42	4	59
20-24	43%	52%	5%	100%	24%	72%	4%	100%
25-34	42%	50%	8%	100%	18%	82%	0%	100%
>=35	40%	52%	8%	100%	22%	71%	7%	100%

For the Hispanic and African ethnicities in the same sample group, the Passing rate for non-tutored is 6 or 27% and 16 or 52%, respectively; for the tutored, it is 11 or 73% and 10 or 83%, also respectively (Table 6).

Table 6 Ethnicity Profile

	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
African American	20	6	1	27	4	11		15	42
Asian	1	4		5					5
Hispanic	14	16	1	31	2	10		12	43
Unknown		1	1	2	1	4	1	6	8
African American	74%	22%	4%	100%	27%	73%	0%	100%	43%
Asian	20%	80%	0%	100%					5%
Hispanic	45%	52%	3%	100%	17%	83%	0%	100%	44%
Unknown	0%	50%	50%	100%	17%	67%	17%	100%	8%

Supplemental Instruction

The use of supplemental instruction by students enrolled in Chemical Technology (CHEM T) 121&123 (*121) was considered in this analysis (Table 7), consisting of a sample of 60 students, where 47 students were non-tutored and 13 were tutored students (78% and 22%, respectively). The passing rate for non-tutored was 43% (20 of 47 students) and 92% (12 of 13 students) for tutored students; this is a difference in favor of 49% for tutored students). The non-passing rate for students that did not participate in tutoring was 51% versus 8% of tutored students.

Table 7 Passing Rates of Students

	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
All	24	20	3	47	1	12	0	13	60
%	51%	43%	6%	100%	8%	92%	0	100%	100%

In the same CHEM T *121 course, the total gender composition (Table 8) consisted of 14 females and 46 males. Of those that did not participate in tutoring 10 were female and 37 were male; 50% (5/10) of the non-tutored females passed and 41% (15/37) of non-tutored males passed. Students that participated in tutoring included 4 females and 9 males; 100% (4/4) of the tutored females passed and 89% (8/9) of tutored males passed.

Table 8 Gender

Gender	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
F	5	5		10	0	4		4	14
M	19	15	3	37	1	8		9	46
F	50%	50%	0%	100%	0%	100%	0%	100%	23%
M	51%	41%	8%	100%	11%	89%	0%	100%	77%

Also in the same CHEM T *121 course, in Basic Skills Math assessment (Table 9), of the 60 students 9 students were placed in Math 125; 4 students who participated in tutoring, 5 did not participate in tutoring. Of the students who participated in tutoring 100% (4/4) passed, 80% (4/5) of non-tutored participants passed.

Of the 60 students, 28 placed in Basic Skills English 28; 28 students placed in English 101. Of the 28 students that placed in English 28, 9 participated in tutoring 89% (8/9) of them passed (Table 10). The remaining 19 students that did not participate in tutoring only had a passing rate of 42% (8/19). Of the 28 students that placed in English 101, 4 participated in tutoring and all passed (100%). The remaining 24 students that did not participate in tutoring only had a passing rate of 42% (10/24).

Table 9 Basic Skills Math (Math 125) Assessment

No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
1	4	0	5	0	4	0	4	9
20%	80%	0%	100%	0%	100%	0%	100%	100%

Table 10 Basic English (English 28) and College English (English 101) Assessment

No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
Eng. 28 10	8	1	19	1	8	0	9	28
Eng. 101 12	10	2	24	0	4	0	4	28
53%	42%	5%	100%	11%	89%	0%	100%	100%
50%	42%	8%	100%	0%	100%	0%	100%	100%

In terms of age, 11 students were below the age of 25; 23 were between the ages of 25-34; 26 were 34 and older. The non-tutored students had a passing rate of 56% in the 24 years old and below, 40% in the 25 to 34 years old, and 39% in the above 34 years old categories compared to the tutored students passing rate of 100%, 67%, and 100%, in the respective categories (Table 11).

Table 11 Age Category

Age	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
<=24	4	5	0	9	0	2	0	2	11
25-34	9	8	3	20	1	2	0	3	23
>=35	11	7	0	18	0	8	0	8	26
20-24	44%	56%	0%	100%	0%	100%	0%	100%	18.3%
25-34	45%	40%	15%	100%	33%	67%	0%	100%	38.3%
>=35	61%	39%	0%	100%	0%	100%	0%	100%	43.3%

These 60 students were made up of the following ethnicity: 21 African Americans, 3 Asian, 27 Hispanics and 9 Unknown. For the Hispanic and African ethnicities, the passing rate for non-tutored is 68% (15/22) and 20% (3/15), respectively; for the tutored, it is 80% (4/5) and 100% (6/6), also respectively (Table 12).

Table 12 Ethnicity Profile

	No NoPass	No Pass	No W	No Total	Tutoring NoPass	Tutoring Pass	Tutoring W	Tutoring Total	All Total
African American	11	3	1	15	0	6	0	6	21
Asian	1	0	0	1	0	2	0	2	3
Hispanic	5	15	2	22	1	4	0	5	27
Unknown	7	2	0	9	0	0	0	0	9
African American	73%	20%	7%	100%	0%	100%	0%	100%	35%
Asian	100%	0%	0%	100%	0%	0%	0%	100%	5%
Hispanic	23%	68%	9%	100%	20%	80%	0%	100%	45%
Unknown	78%	22%	0%	100%	0%	0%	0%	100%	15%

2. Compare the goal attainment rates (e.g., success in next course in the sequence, success in college-level course in same area, transfer readiness, degree completion rates) of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
 - a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
 - b. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.

3. Provide data on Pre / Post tests on domain-specific skills for students within a treatment vs. those who are not
 - a. This can tell you about the change effected in the treatment vs. the comparison groups

4. For noncredit to credit basic skills, report either the number or the rate of students who successfully transition from noncredit to credit basic skills.
 - a. Preferably one would identify a cohort of students who started at a given level of noncredit, and track forward the percentage of them that successfully transitioned to credit basic skills. Raw counts of students transferring to credit basic skills could also be used in a benchmarking fashion to allow year-to-year comparisons if cohorts are difficult to identify.

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

Due on or before October 10, 2011

District: -----SAMPLE-----

College: -----SAMPLE-----

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
Increase percentage of basic skills courses taught by full-time faculty.	A.1.4	March 30, 2012	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer	As of Fall 2011, 46% of our basic skills courses are taught by full-time faculty. This percentage is a measurable outcome.	The Fall 2012 schedule reflects that at least 55% of our basic skills courses are taught by full-time faculty.
Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.	B.3.2	June 30, 2012	Chair of Counseling and Matriculation Departments, Writing Program Chair	The development of a student support services plan targeted to developmental writing students.	The plan is developed and is piloted with at least two developmental writing classes.
Participate in statewide regional events conducted by 3CSN and ASCCC and arrange for follow-up workshops on campus.	C.2.1	June 30, 2012	Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills	The number of workshops offered on campus and the number of faculty that participate in them.	Four workshops will be offered on campus, and 15% of all full-time faculty will have participated in one or more of them.
Improve and increase the effectiveness of the academic support center by including recommended software and other materials in reading and facilitating active learning, study groups, and workshops.	D.10.7	June 30, 2012	Reading Program Chair, Learning Center Director	The number of students served by the academic support center increases.	There is a 5% increase in students served in the academic support center over 2010-2011 numbers.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

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

District: Los Angeles Trade-Technical College

College: Los Angeles Trade Tech 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
Increase attendance in Introduction to College orientations by all new students so they take the TABE test and be informed about their current level of academic readiness and course enrollment options to refresh and strengthen their reading, writing and math basic skills	B 1.1	June 30, 2012	Dean of Matriculation and Student Success; Noncredit Dept. Chair	<ol style="list-style-type: none"> 1. Increased enrollment and attendance of students in Intro to College orientation class (BS 75) 2. Increased enrollment in, attendance and successful completion of Learning Skills, Developmental Communications, noncredit Basic Skills English and math classes 	<ol style="list-style-type: none"> 1. 5% increase in number of new students that attend BS 75 Intro to College orientation course 2. 5% increase in attendance and completion in BS 75 sections 3. Expanded knowledge and promotion of online BS 75 Intro to College orientation course for students that cannot attend in person 4. 5% increase in attendance of 70% of class hours in noncredit Basic Skills math and English classes 5. 5% increase in successful completion of Learning Skills and Developmental Communication classes
Strengthen and expand formal tutor training through faculty collaboration and support from diverse disciplines	D. 10.6	June 30, 2012	Dean of Matriculation and Student Success; Basic Skills Committee; Learning Skills Dept. Chair	<ol style="list-style-type: none"> 1. Development of formalized tutor recruitment, training and supervision/support program that all departments are involved in and support 2. Increased involvement of full- and part-time faculty from diverse disciplines and departments participating in training, recruiting and supervision support activities 	<ol style="list-style-type: none"> 1. Written training manual and procedures for the tutor recruitment, training and supervision/support program 2. 5% increase in the number of faculty of diverse disciplines participating and collaborating in tutoring recruitment, training and support/supervision activities 3. Delivery of training recruitment and training activities every semester
Strengthen and expand delivery of an integrated, transparent and institutionalized system of learning support services that	D. 10.3	June 30, 2012	Dean of Matriculation and Student Success; Basic Skills Committee;	<ol style="list-style-type: none"> 1. Increased enrollment and attendance of students in tutoring, supplemental instruction, workshops and study groups 2. Increased course completion and improvement rates of students who utilize 	<ol style="list-style-type: none"> 1. 5% increase in positive attendance hours in related noncredit courses 2. Increased number of active learning activities (i.e. workshops, study groups, etc.)

provide active learning experiences (i.e. tutoring, Supplemental Instruction, workshops, study groups, etc.)			Learning Skills Dept. Chair; Noncredit Dept. Chair; ASO President	these services compared to those that don't	
Increase the number of full- and part-time faculty and the diversity of disciplines involved in the delivery and use of our student success and Learning Skills centers as part of their class assignments and conduct of their office hours	A.5.3	June 30, 2012	Vice President of Academic Affairs; Vice President of Workforce and Economic Development; Deans of Academic Affairs; Dean of Matriculation and Student Success; Department Chairs; Basic Skills Committee, Student Success Committee	<ol style="list-style-type: none"> 1. Increase number of faculty that require students to use student success and Learning skills services for class assignments 2. Increase number of faculty who conduct their office hours in student success centers 	1. 5% increase in student use of student success centers

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)

**[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 Trade Tech 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
Dorothy Smith	Dean, Student Success	smithds@lattc.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	\$ 128,864.65
E. Articulation	
F. Instructional Materials and Equipment	
G.1 Coordination	\$ 6,782.35
G.2 Research	
G.3 Professional Development	
TOTAL	\$135,647.00

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date