

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

Knowing what we know now about basic skills and implementing basic skills interventions on our campus, we would have done several key things differently over the last five years with regards to our basic skills initiative work as follows.

Scale Success Strategies to Reach All Students

In most recent years, the college has developed and implemented several programs aimed at improving student success such as short-term, non-credit academies; TABE diagnostic assessment, Trade Bridge Academy Orientation and Math/English refreshers; the First Year Experience Program; and English Acceleration pilot programs to name a few. While these programs have demonstrated effectiveness at increasing student success, they were mostly aimed at small, targeted cohorts and did not reach a vast majority of students at the college. We have realized that many of the evidence-based principles and strategies that were incorporated in the design and implementation of these programs need to be “scaled” to reach all students at the college.

Need for a Student Success Framework to Unify Efforts

We have realized that rather than continuing to implement interventions/programs aimed at smaller cohorts of students, although they have had demonstrated impact on student success, the college needs a unifying model or framework that guides the selection interventions that are serve all students at the college. Simultaneously, specific strategies need to be focused on increasing competencies of targeted student groups, such as students starting two levels below transfer level math and English. As a result, the college has developed and begun implementing an innovative model called the Pathway for Academic, Career, and Transfer Success (PACTS). PACTS is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide students with the competencies they need to succeed in postsecondary programs including English and math competencies.

Alignment of Basic Skills Initiative with PACTS Model

With the recent development and approval of the LATTC PACTS model, we realized it is imperative that priorities and interventions selected for the Basic Skills Initiative be aligned and integrated with the development and implementation of the PACTS model.

Alignment of Basic Skills Initiative with Strategic and Educational Master Plans

We also realize that the Basic Skills Initiative needs to be aligned and integrated with college’s strategic and educational master plans currently being implemented. At the center of strategic and educational master plans is the PACTS model. Alignment of the Basic Skills initiative with these key planning efforts ensures college efforts are unified and directed at strategic student success goals, objectives, and activities. To ensure the college’s Basic Skills Initiative activities are aligned with strategic and master plan activities a document entitled “Alignment of Basic Skills Plan to 2012-2015 Strategic Master Plan and Educational Master Plan” was developed and disseminated/discussed with the college’s Student Success Committee. This committee, along with the Basic Skills Committee, will monitor ongoing alignment of the Basic Skills Initiative with the master plan activities and outcomes.

Alignment with Achieving the Dream Initiative

LATTC has chosen to focus on developing math course completion for its implementation of the Achieving the Dream (ATD) Initiative. We realize that the Basic Skills Initiative needs to be aligned with the Achieving the Dream Initiative. To ensure the college’s Basic Skills Initiative activities are aligned with its ATD activities a document entitled “Alignment of Basic Skills Plan to Achieving the Dream Implementation Plan” was developed and disseminated/discussed with the college’s Student Success Committee. This committee will monitor ongoing alignment of the Basic Skills Initiative with the Achieving the Dream Initiative activities and outcomes.

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

The Basic Skills Cohort Progress Tracking Tool was used to explore the progression of two cohorts, fall 2009 to spring 2011 and fall 2010 to spring 2012, of students (disaggregated by ethnicity, gender, age, and financial aid status) through basic skills courses into transferable coursework (see summary data below). Differences between the two cohorts were of particular interest because targeted strategies were implemented beginning fall 2010. Key differences are as follows:

- Approximately the same number of students took English in both cohorts, but 137 fewer students took math in the fall 2010-spring 2012 (a 12% decrease).
- There are differences as to starting level students in the Fall 2010-Spring 2012 compared to students in the fall 2009-spring 2011 cohort (e.g., for English 3% higher in level 1 and 7% higher in level 2; for math, 5% higher starting 3 or 4 levels below).
- Fall 2010-spring 2012 cohort students, who began 1 level below transfer math, have lower success rates (-7%) and lower persistence rates (-11%) than students in the fall 2009-spring 2011 cohort.
- Fall 2010-spring 2012 cohort students, who began 2 levels below transfer math, have higher success rates (+2%) and persistence rates (+11%) than students in the fall 2009-spring 2011 cohort.
- Most notably, fall 2010-spring 2012 cohort students, who began 4 levels below transfer math, have higher success rates (+40%) than students in the fall 2009-spring 2011 cohort.
- There are differences in first course taken success rates in English for students in the fall 2010-spring 2012 compared to students in the fall 2009-spring 2011 cohort (e.g., 10% higher success rates 2 levels below and 11% higher success rates 3 levels below).
- Likewise English persistence rates are higher with students in the fall 2010-Spring 2012 cohort, +11% (1 level below), +4% (2 levels below), and +9% (3 levels below).
- Most notably, fall 2010-spring 2012 cohort students, who began 1 level below transfer English, have higher success rates (+18%) than students in the fall 2009-spring 2011 cohort.

There are several key considerations for basic skills planning based on the cohort analysis as follows:

- The differences between the two cohorts may be attributable to targeted strategies such as TABE diagnostics, Math/English refreshers, and/or English acceleration pilots beginning in 2010.
- Targeted strategies for students starting no lower than 2 levels below transfer level math and English should be considered particularly aimed at assisting students to succeed in their first course and immediately persist to next level course in subsequent term, if so all students would complete transfer level math/English within 2 years.
- When cohort data is disaggregated by ethnicity and age, inequities in student success are evident for these two groups: African American students, particularly in the 20 – 24 age group, and for the 20 – 24 age group in general. The college may want to consider focusing specific strategies on these two groups to increase success rates and close equity gaps.

| Fall 2009 to Spring 2011 Cohort | | | | |
|--------------------------------------------|---------------------------|--------------------------------------|-------------------------------------------|----------------|
| | 1 Level Below | 2 Levels Below | 3 Levels Below | 4 Levels Below |
| Math | | | | |
| Percent of Students Starting At This Level | 8% (n=101) Math 125 | 25% (n=307) Math 113, 114, 115 | 41% (n=507) Math 112, LS 10A,B,C | 27% (n=333) |
| Initial Level Success | 65% (n=66) | 54% (n=165) | 49% (n=250) | 60% (n=200) |
| Persistence to Next Level | 48% (n=32) | 42% (n=69) | 32% (n=80) | 37% (n=158) |
| Transfer Level | 19% | 5% | .6% | .9% |

| Fall 2009 to Spring 2011 Cohort | | | | |
|---------------------------------------------------|--------------------------|--------------------------|---------------------------------------------|-----------------------|
| | 1 Level Below | 2 Levels Below | 3 Levels Below | 4 Levels Below |
| Success (Math 225) | (n=19) | (n=16) | (n=3) | (n=3) |
| English | | | | |
| Percent of Students Starting At This Level | 20% (n=206) Eng 28 | 40% (n=413) Eng 21 | 40% (n=414) Eng 64/67 LS 2A,B,C, 4 | |
| Initial Level Success | 71% (n=147) | 56% (n=223) | 50% (n=208) | |
| Persistence to Next Level | 52% (n=77) | 61% (n=142) | 40% (n=84) | |
| Transfer Level Success | 27% (n=55) | 11% (n=46) | 2% (n=10) | |

| Fall 2010 to Spring 2012 Cohort | | | | |
|---------------------------------------------------|--------------------------|--------------------------------------|---------------------------------------------|-----------------------|
| | 1 Level Below | 2 Levels Below | 3 Levels Below | 4 Levels Below |
| Math | | | | |
| Percent of Students Starting At This Level | 7% (n=79) Math 125 | 21% (n=229) Math 113, 114, 115 | 44% (n=491) Math 112, LS 10A,B,C | 28% (n=312) |
| Initial Level Success | 58% (n=46) | 63% (n=144) | 62% (n=303) | 60% (n=187) |
| Persistence to Next Level | 37% (n=17) | 53% (n=77) | 33% (n=100) | 77% (n=144) |
| Transfer Level Success (Math 225) | 13% (n=10) | 7% (n=15) | .6% (n=3) | .6% (n=2) |
| English | | | | |
| Percent of Students Starting At This Level | 23% (n=242) Eng 28 | 47% (n=491) Eng 21 | 30% (n=310) Eng 64/67 LS 2A,B,C, 4 | |
| Initial Level Success | 71% (n=172) | 66% (n=324) | 61% (n=190) | |
| Persistence to Next Level | 63% (n=19) | 65% (n=19) | 49% (n=19) | |
| Transfer Level Success | 35% (n=84) | 14% (n=71) | 5% (n=15) | |

| Fall 2009 to Spring 2011 Cohort Compared to Fall 2010 to Spring 2012 Cohort | | | | |
|--------------------------------------------------------------------------------------------|----------------------|---------------------------|--------------------------------|-----------------------|
| | 1 Level Below | 2 Levels Below | 3 Levels Below | 4 Levels Below |
| Math | | | | |
| Percent of Students Starting At This Level | -1% Math 125 | -4% Math 113, 114, 115 | +3% Math 112, LS 10A,B,C | +1% |
| Initial Level Success | -7% | +11% | +13% | 60% |
| Persistence to Next Level | -11% | +11% | -1% | +40% |
| Transfer Level Success (Math 225) | -6% | +2% | -% | -.3% |

**Fall 2009 to Spring 2011 Cohort
Compared to
Fall 2010 to Spring 2012 Cohort**

| | | | |
|---------------|----------------|----------------|----------------|
| 1 Level Below | 2 Levels Below | 3 Levels Below | 4 Levels Below |
|---------------|----------------|----------------|----------------|

English

| | | | |
|---------------------------------------------------|----------------------|----------------------|------------------------------------------|
| Percent of Students Starting At This Level | +3% Eng 28 | +7% Eng 21 | -10% Eng 64/67 LS 2A,B,C, 4 |
| Initial Level Success | -% | +10% | +11% |
| Persistence to Next Level | +11% | +4% | +9% |
| Transfer Level Success | +18% | +3% | +3% |

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

Due October 10, 2012

College Name: Los Angeles Trade-Technical College

| Goal ID | Long-Term Goal |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | The percentage of students who begin two levels below (e.g., English 28 and 21); (e.g, Math 125 and 115) transfer level English (e.g, English 101) and transfer level math (e.g., Math 225) and successfully complete English 101 and Math 225 within four years will increase by 5% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010. |
| B | The percentage of students who begin three levels below (e.g., Eng 64/67; LS 2A,B,C, 4); (e.g, Math 112, LS 10A,B,C) transfer level English (e.g, English 101) and transfer level math (e.g., Math 225) and successfully complete English 101 and Math 225 within four years will increase by 5% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010. |
| C | The successful progression rate of students from Math 115 (Intermediate algebra) to transfer-level math (Math 225) will increase 10% by 2016-2017 over the 2010-2011 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: Los Angeles Trade-Technical College

| Activity | Associated Long-Term Goal ID | Target Date for Completion | Responsible Person(s)/ Department(s) | Measurable Outcome(s) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement/enhance tutor training including topics on How to Be an Effective Tutor; Tutoring Procedures and Rules; Contextualization Tools; and Working with Special Populations | A, B, C | May 2013 | Learning Skills Department Chair | Improve the effectiveness of tutoring with students enrolled in Math 115, 125, and 225 and English 21, 28, and 101 as measured by increased successful course completion rates of students receiving tutoring after training has occurred. |
| Provide tutoring specialized/targeted for students 2 and 1 levels below transfer-level math and English | A, B | May 2013 | Learning Skills Department Chair | Improve the rates of students successfully completing math/English courses 1 and 2 levels below transfer-level math/English by 3%. |
| Articulate, SLO's and curriculum between noncredit Refresher courses and Learning Skills Pathway courses and academic competencies in Tier 2 of LATTTC PACTS model | C | February 2013 | Learning Skills Department Chair | Improve the rates of students successfully completing math/English courses 3 levels below transfer-level math/English by 3%. |
| Update software/hardware and purchase manipulatives for Learning Skills Center targeted at increasing math/English competencies one and two levels below transfer level math/English | A, B | February 2013 | Learning Skills Department Chair | Improve the rates of students successfully completing math/English courses 1 level and 2 levels below transfer-level math/English by 5%. |
| Implement TABE Testmate Scoring Software to assess pre- and post- English and math competencies – particularly competencies in Tier 2 of the LATTTC PACTS model | A, B | December 2012 | Learning Skills Department Chair | Measure and increase core math and English competencies (in the LATTTC PACTS model) to ensure students successfully complete math and English course sequences and courses required in students' programs of study. (Note: core competencies are being defined and implemented for the first time in the 2012-2013 year. As such baseline measures will be established in 2012-2013 and progress/increases measured in subsequent years against baseline). |
| Enhance instructional support and tutoring materials in the Reading and Writing Center to support all levels of English and ESL | A, B, C | March 2013 | Learning Skills Department Chair | Improve the rates of students successfully completing English courses 3, 2, and 1 level(s) below transfer-level English by 5%. |


Signature, Chief Executive Officer

10/11/12
Date


Signature, Academic Senate President

10/10/12
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: Los Angeles Trade-Technical 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 |
|-----------------|------------------------------------------------------------|--------------------|
| Marcy Drummond | Vice President, Institutional Effectiveness and Innovation | drummomj@lattc.edu |
| Leticia Barajas | Vice President, Academic Affairs and Workforce Development | barajal@lattc.edu |
| Tom McFall | Academic Senate President | mcfalltj@lattc.edu |

| Category | Planned Expenditure by Category |
|----------------------------------------------------|---------------------------------|
| A. Program and Curriculum Planning and Development | \$30,000 |
| B. Student Assessment | \$12,000 |
| C. Advisement and Counseling Services | \$0 |
| D. Supplemental Instruction and Tutoring | \$33,485 |
| E. Articulation | \$0 |
| F. Instructional Materials and Equipment | \$32,000 |
| G.1 Coordination | \$5,657 |
| G.2 Research | \$0 |
| G.3 Professional Development | \$0 |
| TOTAL | \$113,142.00 |


 Signature, Chief Executive Officer


 Date


 Signature, Academic Senate President


 Date