As one of the pilot schools for the State's initial Basic Skills Initiative (BSI) self-assessment inventory in 2006, Los Angeles Valley College has used BSI planning and funding to build the framework for many of the campus's student success initiatives. Using extensive data and with the spirit of piloting innovative programs, the College launched a number of initiatives and evaluated their effectiveness. As the College received additional funds through grants and categorical programs, these BSI projects were integrated into the plans of these new initiatives with the focus of scaling up and institutionalization. For example, with BSI planning and funds, the College piloted embedded tutoring and accelerated math pathways (including curriculum design). These initiatives were then were integrated into the college's Title 5 STEM grant, scaled up, and the accelerated math pathway has been institutionalized. Also through the BSI, the College piloted the Student Success Jamboree, a program to welcome new students and provide workshops on success strategies prior to the new semester; the Pathways Academy for Completion and Transfer (PACT), a program aimed at enrolling students in math/English courses their first two semesters along with discipline specific courses related to their majors; and expanded tutoring services, an initiative with a focus on a student success workshops for basic skills students. The Student Success Jamboree evolved into the College's Welcome Fair program and the concept behind the PACT program evolved into the College's START program. Both of these were integrated into the College's Achieving the Dream plan, have been scaled up, and are on track for institutionalization in 15/16. Looking ahead, as reflected in this year's action plan, the College is continuing to work on an accelerated English pathway. The College's first iteration of accelerated English, which started with BSI funds, has already been institutionalized. The next phase will work to further streamline the basic skills pathway for English, removing possible exit points, and increasing the number of students who make it to college level English. One of the obstacles related to institutionalization of BSI funded activities is the college's budget deficit. Although the culture, mindset, and focus of a college in deficit is to address the immediate financial problem, BSI funding has created an opportunity to also pilot innovative programs and develop long term plans and vision for programs that address student need beyond the limitations of existing budget conditions.

Los Angeles Valley College is scaling up successful projects and programs by expanding activities that data shows are having a significant impact on student success and retention. Tutoring is a prime example of this. For example, the data has shown that students who used the tutoring centers in 2013-2104 succeeded at approximately 12% higher and were retained at 5% higher than those who did not. 100% of students surveyed in our Writing Center and Math Lab in Spring 2013 reported either that the tutoring they received was helpful. With BSI funds, we have expanded tutoring hours to include additional evening and weekend hours to accommodate student needs in basic skills math courses. We have developed a new tutor-training program that includes videos on incorporating essential academic skills into tutoring; these have been successful in raising the awareness of the tutorial staff about the importance of addressing these areas within the context of tutoring content. Communicating the importance of students adopting these same essential academic skills can be infused into the classroom with just minor adjustments to our initial videos, which is part of our 14/15 action plan. This will allow us to scale up an intervention with targeted outreach to all students in basic skills math and English courses. We will be working with faculty to incentivize students to watch the videos and complete these activities.

Our basic skills fund supports the goals of SSSP plans and Student Equity plans by having fostered a culture that is engaged in extensive data analysis, which has already served as a starting point for identifying areas of focus, baseline measures, and longer term planning. BSI planning and funding has made a significant contribution to understanding the importance of designing programs at scale and integrating best practices from both student services and instruction to address the needs of students. It will be critical for all colleges to clearly delineate how BSI, Equity, and SSSP complement the work of each other without being duplicative. BSI at our college will continue to be a space for innovation and piloting structural changes, i.e. curriculum redesign through accelerated pathways or redesigning the assessment test process to focus on meaningful multiple measures rather than just standardized tests. This will allow the plans for Equity and SSSP to build upon successful BSI programs and take them to scale with the end goal of institutionalization.

Conclusion

At first glance, the low overall success and completion rates for all areas continue to present challenges, despite the increases in success for English (through transfer) and Math (through one course below transfer). The data provided by the cohort tracker and opportunity for subsequent analysis has highlighted two areas of focus: the first is the ongoing work needed to increase success rates for individual classes. The second, and perhaps more important, is that the data underscores a significant challenge with persistence. For example, of students who successfully completed one course below transfer in Math, only 5% enrolled in the transfer level course. What happened to the other 95%? The same pattern happens with English and ESL. That is, students successfully complete a course in the sequence, yet a significant number do not re-enroll in the subsequent course. To address this question, the next year's research will involve the following queries: Are the successful students enrolling in one of the other local "sister campuses" for our District? If so, what is the success rate? What are the reasons they are not continuing on the pathway that they started at our college? How can we create pathways that foster persistence?

Of course, one solution to this problem of persistence is the model of accelerated pathways, which allows for fewer exit points. We are continuing to develop and scale up our accelerated English and math sequence, and the data is encouraging. For example, whereas our traditional basic skill math sequence in 2009-2011 (through one course below transfer level) had a 12% success rate, our accelerated pathway had a 45% success rate. Whereas our traditional English pathway in 2012-2014 (basic skills through transfer) had at 14% success rate, our accelerated pathway had a 21% success rate.

Los Angeles Valley College's 2014/2015 Basic Skills Action Plan delineates a strategy that continues to address these student completion of the basic skills pathway by developing new curriculum for acceleration, creating content and scalable delivery methods for infusing essential academic skills into all basic skills areas, and reinforcing and expanding successful best practices, such as tutoring. We are in a unique time and place in the state of California. Student success and completion have been positioned as priority not only in theory but also with resources. We look forward to systematically leveraging programs with Basic Skills, Equity, SSSP, and existing categorical programs to make a significant difference in student completion.

Cohort Tracking Tool: Overview

In comparing the success of the basic skills program from 2009-2011 and 2011-2013, we see the English program is on target with our long term goals of increasing success by 2% (14% success to 16%), the math program has improved success for our degree applicable course (one level below transfer), and inconclusive data for ESL. To determine and measure success, we compared the number of students in each cohort who completed the foundational skills pathway, looked at success in a given course and subsequent enrollment in the next course, and disaggregated data to highlight achievement gaps. The data from the cohort-tracking tool shows that we are seeing an increase in success from the beginning of the sequence up through one level below transfer. However, for both math and ESL, students who successfully pass this course are not enrolling in the transfer course. This will be an area of data inquiry on the campus.

English:

The basic skills sequence for English includes three levels below transfer. For the Fall 2011-2013 cohort, the overall success rate for students progressing through the beginning of the basic skills sequence to completing the transfer level course was 16%. For the fall 2009-2011cohort, the overall success rate was 14%. This shows that there has been a 2% increase in success, which is on target for our long-term 2016/2017 goals. For the 2011-2013 cohort the achievement gap exists for the following groups: Males succeed at 15% compared to Females at 16%; Age group 25-34 succeeding at 11%; this is lower than all other age groups; African Americans succeeding at 9%; this is lower than all other ethnic groups

Math:

The basic skills sequence for math includes four classes below transfer. For the Fall 2011-2013 cohort, the overall success rate for students progressing through the beginning of the basic skills sequence to completing the transfer level course was 0%. For the fall 2009-2011 cohorts, the overall success rate for students who start the basic skills sequence in starting at four levels below transfer is 1%. When we look at the last course in the basic skills sequence prior to transfer, which for Los Angeles Valley College is applicable for the AA degree, we see the following: the success rate for the 2011-2013 was 12% compared to the success rate for the 2009-2011 cohort at 1%. This shows an increase in 11% for our degree applicable math course over the last two years. For the 2011-2013 cohort the achievement gap exists for the following groups: Males succeed at 11% compared to Females at 12%; Age 18-24 succeed at 7%; this is lower than all other age groups; African Americans succeed at 4%; this is lower than all other ethnic groups

ESL:

The data for ESL from 2010-2014 is incomplete, as it is showing less than 25 students per cohort, yet class offerings indicates a much larger number. Institutional Research (IR) at our campus has been informed, and we will work to correct any coding errors in DataMart.

The basic skills sequence for degree/transfer bound ESL includes three levels below transfer. For the Fall 2009-2011 cohort, the overall success rate for students progressing through the beginning of the basic skills sequence to completing the transfer level course was 0%. When we look at the last course in the ESL basic skills sequence before transfer, the success rate was at 31%. For the 2009-2011 cohort the achievement gap exists for the following groups: Males succeed at 13% compared to Females at 39%; Age 35-49 succeed at 17%; this is lower than all other age groups; Both Asian and Whites succeeded at 29%; this was lower than Hispanics, who succeeded at 33%.

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

Due October 10, 2014 **College Name:** Los Angeles Valley College

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	Increase the number of students who complete the developmental math course sequence 2% by 2016/2017	104,245
B	Increase the number of students who complete the developmental English course sequence 2% by 2016/2017	114,245
C		
	TOTAL ALLOCATION:	218,490

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

Signature, Chief Executive Officer — Date: 10/21/14

Signature, Academic Senate President — Date: 10.21.14

Signature, Chief Instructional Officer — Date: 10-21-14

Signature, Chief Student Services Officer — Date: 10/21/2014

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014 **College Name:** Los Angeles Valley College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Expand and improve tutoring for foundational skills students in math, English, and ESL by increasing staffing in the tutoring centers, providing additional workshops on essential academic skills, integrating faculty drop-in hours into tutoring centers, enhancing tutor training, and providing professional development for faculty and staff regarding best practices for tutoring.	A & B	July 2015	Committee for Academic Resources and Tutoring Services (CARTS)	Success rates for students who use the tutoring centers are at least 5% higher than those who do not use the service.	$157,566
Pilot an accelerated English course that combines one and two levels below transfer into one accelerated course.	B	January 2016	Foundational Skills and English Department	Development of course outline, curriculum, teaching resources, and the percentage of students who complete the accelerated pathway.	$10,000
Designate a Counselor and increase availability to assist foundational skills students with educational planning through classroom presentations and individual counseling sessions.	A & B	July 2015	Foundational Skills Committee and Counseling Department	The number of foundational skills students who complete educational plans and who enroll in the subsequent accelerated courses for Math and English.	$30,000
Create videos for essential academic skills and videos documenting student success stories and integrate into curriculum.	A & B	June 2015	Foundational Skills Committee	Percentage of students who view the videos and complete the activities will have higher success and retention rates in math/English courses than those who do not view the videos.	$10,000
Coordination and support for the district-wide community of practice focused on first-year pathways.	A & B	June 2015	LACCD Dean for Student Success & the LACCD Student Success Initiative	Facilitated support activities throughout the year; Documented the number and positions of participants at each college involved in the CoP's assessments & activities; recommendations	$10,924

			Steering Committee (SSISC)	created for future activities based on ongoing feedback from participants; documented emerging practices reported regularly to the LACCD SSISC & other shared governance groups.	
				TOTAL ALLOCATION:	$218,490

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

Signature, Chief Executive Officer — Date: 10/21/14

Signature, Academic Senate President — Date: 10 21.14

Signature, Chief Instructional Officer — Date: 10-21-14

Signature, Chief Student Services Officer — Date: 10/21/2014