BSI Coordinators' Workshop

Sacramento City College

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*Your 3CSN/BSI Team

*Lisa Brewster

*Donna Cooper

*Cleavon Smith

*Lynn Wright

With Special Guest Star

*Mark Wade Lieu

Mark Wade Lieu

Basic Skills/ESL
Chancellor's Office

*Welcome & Introduction

*Basic Skills Initiative

*Beginning sixth year of funding

*Funding to the colleges

  *2006-2007: $63.0 million

  *2007-2008: $31.5 million

  *2008-2009: $31.5 million

  *2009-2010: $20.0 million

  *2010-2011: $19.0 million

*Total over five years: $165 million

*Basic Skills Accountability

*What do we have to show for the money?

Table E2
Annual Successful Course Completion Rate
for Credit Basic Skills Courses

	Systemwide Rate		
	2006/07	2007/08	2008/09
Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5%	60.5%	61.5%
Mathematics Course Completion Rate	52.2%	51.1%	52.6%
English Course Completion Rate	58.6%	59.6%	61.1%
ESL Course Completion Rate	71.4%	71.8%	73.0%

From *Basic Skills Accountability – Supplement to the ARCC Report*, March 2011

*Basic Skills Accountability

*What do we have to show for the money?

Table E3
Improvement Rates for Credit Basic Skills Courses

	Systemwide Rate		
	2004/05 to 2006/07	2005/06 to 2007/08	2006/07 to 2008/09
Improvement Rate for Credit Basic Skills Courses	50.8%	51.7%	53.2%
Mathematics Course Improvement	45.9%	46.9%	48.3%
English Course Improvement	56.7%	57.3%	58.8%
Improvement Rate for ESL Courses	49.1%	50.3%	50.1%

From *Basic Skills Accountability – Supplement to the ARCC Report*, March 2011

*Basic Skills Accountability

*Not quite a pre-emptive strike

*Moving local metrics

*Moving state metrics

*Broad swath

*Focused activities

2011-2012 Reporting

* Engagement with Data
  * ARCC Basic Skills Metrics [2] for your college
  * Connecting the data to what you have done on campus
  * Narrative response

*2011-2012 Reporting

* Engagement with Data
  * Data for two BSI-funded activities [3]
    * Tutoring
    * Learning communities
    * First-year experience
    * Summer bridge
    * Supplemental instruction
    * Early alert
    * Transition from noncredit to credit

*2011-2012 Reporting

* Engagement with Data
  * Revised Basic Skills Action Plan
    * Maximum of five activities
    * Activities funded through BSI dollars
    * Measurable Outcomes

2011-2012 Reporting

* On a statewide level
  * Aggregate data for specific interventions
  * Give a better picture of how colleges are focusing their attention and resources
  * Provide a statewide picture of how and where the money is making a difference
  * Provide information that will inform the legislature, Student Success Task Force, funders

California Community College Success Network

Building the Success Network One Link at a Time

* **Purpose/Definitions/Outcomes**
Lynn Wright, 3CSN Project Director

Focus on three key

Momentum Points to achieve equity-minded milestone completions

*First-year success & persistence

*Effective Dev Ed sequences

*Clear & accessible sequences leading to certificates, degrees, or transfer

*3CSN

*Momentum Points

*Educational accomplishments providing **momentum** that propels students toward achievement of milestone events ("completions")

*Particular courses (e.g., first "gatekeeper" course in basic skills or transfer level)

*Levels of educational attainment (e.g., first term's worth of credit or completion of a basic skill pathway)

Strategic planning of BSI Action Plan outcomes, including **prioritization**

of goals and activities so that they are **aligned** as well as **large scale, sustainable, and measurable.**

*Workshop Focus

*Outcomes

1. Align long-term goals to large scale, sustainable, and measurable student success

2. Align BSI-funded activities to goals

3. Create an evaluation plan tying activities to goals

4. Design a plan for working with your BSI Committee to revise/align plans as needed

5. Get your BSI Action Plan questions answered!

What does it mean to be

* Large scale?

* Sustainable?

* Measurable?

* Definitions

* Activity Facilitator
Lisa Brewster, 3CSN Coordinator

*Activity 1—Goal Analysis

1. List your long-term goals (from your BSI Action Plan)

2. With a partner, analyze 1 goal each, considering whether or not these goals lead to large-scale, sustainable, and measurable increases in student success

3. Identify any part that might be missing

4. How might you modify your goal(s) to ensure that all 3 components are present?

*Activity 2—Map Activities to Goals

1. List the activities on your Action Plan that map to (help you to achieve) the goal you just analyzed.

2. If time permits, repeat the process by mapping activities to another one of your Action Plan goals.

*Activity 3—Goal/Activity Analysis

Select one of the activities listed under your analyzed goal.

1. To what degree does the activity help you achieve this goal?

2. Is this activity
   * Large scale?
   * Sustainable?
   * Measurable?

*Activity 4: Further Analysis

Your Action Plan activities should align with (directly support) your long-term goal.

Also, all 3 components (large-scale, sustainable, and measurable) should be satisfied for both the goal and the activity.

Should you consider revising your activity to align more effectively with your goal, or would it be more effective to revise your goal?

*How might you revise your activity to meet the 3 stated objectives and improve the achievement of your goal?

OR

*How might you revise your goal to meet the 3 stated objectives and fit the activity that you have verified meets the 3 objectives?

*Revision Process

*Why Evaluate?

* Help provide justification for continued BSI funding

* Contribute to the knowledge base of the improved outcomes that innovative approaches can achieve

*BSI Data Analysis: The Task

*Summarize evaluation data on **at least 2** of 7 identified approaches

*Campus IR & other research can be submitted as long as it is relevant to the 7 programmatic approaches

*Evaluating Your BSI Activities

*Programmatic approaches help determine how best to measure program effectiveness

*The new **Cohort Tracking Tool** can help you measure the success of specific programmatic approaches

*Programmatic Approaches

Categorize your activities under these programmatic approaches:

1. Tutoring
2. Learning Communities
3. FYE
4. Summer Bridge
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

*4 Options for Evaluating
Your BSI Activities

*Programmatic approaches help determine how best to measure program effectiveness

* **Compare course success rates of students receiving a treatment (e.g., LCs, tutoring, etc.) vs. a comparison of students not receiving the treatment**

* **Most useful for "course-based" interventions**

* **Can be difficult to tease out what specific intervention is producing an overall result in course success rates**

* **Often the simplest to calculate/collect**

* **Evaluation Template Option 1**

* **Goal attainment refers to such outcomes as**
  * **Success in next course in sequence**
  * **Success in college-level course**
  * **Transfer readiness**
  * **Degree/Certificate attainment**
* **Compare goal attainment rates of students receiving intervention vs. those not**
* **Overall, goal attainment rates can be extremely useful at displaying the value of a successful intervention**

* **Evaluation Template Option 2: GOAL ATTAINMENT**

* Look at specific skills within a basic skills course or service related to basic skills
* Use already existing instrument or potentially create new ones to use as pre- and post-tests for skills
* Most direct measures of change effected in specific skills
* Compare those receiving intervention vs. those who did not

* **Evaluation Template Option 3: PRE/POST TESTS on SKILLS**

* Report either the raw number or the rate of students who successfully transition from noncredit to credit basic skills

* In the perfect world, one would identify a cohort of students at a given level of noncredit and track forward the percentage that transition successfully

* May require revising the approach on data collection in noncredit

* Evaluation Template Option 4: NONCREDIT to CREDIT BASIC SKILLS

The new

Cohort Tracking Tool

can help you measure

the success of specific

programmatic approaches.

*BSI Cohort Tracking Tool

* **Tracks 1ˢᵗ-time Basic Skills students in math, ESL, & English (reading and writing)**
* **Tracks over a user-selectable time period**
* **Focuses on sequence progression to & through college-level work**
* **Tracks through user-specified End Term in selected subject area**
* **Reports number & percentage of cohort to progress**

* **BSI Cohort Tracking Tool**

BSI Cohort Tracking Tool

*BSI Cohort Tracking Tool

*Working with Your BSI Committee

*What are your next steps as a leader on your campus?

*How might this workshop/workbook help you?

*How might you work to align you efforts with your district's SSI?

*What kind of assistance do you need?

*Nuts and bolts of completing your current Action Plan (due Oct. 10th) and other concerns

*Q & A with Mark