BASIC SKILLS COORDINATOR’S
OCTOBER 2015 TELEPHONE MEETING

LeBaron Woodyard, Dean
Community College Chancellor’s Office,
Academic Affairs Division

October 9, 2015
12:00 PM – 1:00 PM
Audio Setup

If you are listening over the telephone, click the telephone handset icon.

If you are listening over your computer, adjust the volume with the slider.
If you have a question during the webinar, please type it in the chat window, preface it with ???, and raise your hand. This will help streamline the question and answer process.

Enter your message & click enter – message appears in chat window above.
Participant Interaction

**Emoticons**
- Emoticons automatically disappear within seconds

**Stepped Away**
- Click once to step away, click again to return

**Hand Raise**
- Click once to raise your hand, click again to lower

**Poll Response**
- Choose from options: Yes, No, None
Closed Captioning

Captioner adds icon to the session. Click CC icon to view Closed-Captioning window.

Make background and font changes here. Save closed captioning text by clicking dropdown and selecting save.

Conversation appears here in text form. Choose background & font colors. Choose font type and size.

Each time you close the Closed-Captioning window a new transcript is started, so only the captions that were entered since the last time you opened the window will be saved.
Save Chat or Whiteboard
BASIC SKILLS COORDINATOR’S OCTOBER 2015 TELEPHONE MEETING

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October 9, 2015
12:00 PM – 1:00 PM
Agenda Topics

- Meeting ground rules, chat window, questions, meeting feedback survey, etc.
- Basic Skills Coordinators Meeting Schedule for 2015-16
- Career Development and College Preparation (CDCP) Noncredit Programs Update
- California Community Colleges High School Diploma Programs Update
- Future agenda items and presentations
- Questions/Next Meeting
- Meeting Evaluation
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<tr>
<th>Date</th>
<th>Time</th>
<th>Time</th>
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<td>1/15/2016</td>
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<tr>
<td>6/10/2016</td>
<td>12:00 PM</td>
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AIM-ing for Success: Online Support for Remedial Students

Presented by Nancy Meddings, Allan Hancock College
Online Teaching Conference  6/15
- Serves 20,000 students annually
- Santa Maria, Lompoc, Solvang, VAFB, Online
- **Student population:** 51.5% Hispanic
- 37.5% White (2013)
- **Main Feeder High School:** (SMHS)
  - 92.35% Hispanic
  - 3.35% White
AHC DISTRICT
Northern Santa Barbara County
3,000 Square Miles
Challenges/Issues at AHC

- Remedial Placement (Math and English): 67%
- Noncredit ESL Enrollment: 4,000 Students (primarily evening)
- Public transportation is poor, especially at night
- The majority of courses are offered at the SM campus
- 32% of North S.B. County ≤ federal poverty level
- Services and support are very decentralized
Challenges/Issues at AHC

Allan Hancock College

Completion
Percentage of degree, certificate and/or transfer-seeking students starting first term in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.

<table>
<thead>
<tr>
<th>COLLEGE PREPARED</th>
<th>UNPREPARED FOR COLLEGE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>61.4%</strong></td>
<td><strong>35.1%</strong></td>
<td><strong>44.5%</strong></td>
</tr>
<tr>
<td>N=606</td>
<td>N=1,083</td>
<td>N=1,689</td>
</tr>
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</table>

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
</tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>Male</td>
<td>29</td>
<td>Female</td>
<td>34</td>
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<td></td>
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</table>
## Challenges/Issues at AHC

### Allan Hancock College

<table>
<thead>
<tr>
<th>momentum points</th>
<th>completion outcomes</th>
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<tbody>
<tr>
<td>remedial</td>
<td>degree/transfer</td>
</tr>
<tr>
<td>persistence</td>
<td>career technical education</td>
</tr>
<tr>
<td>30 units</td>
<td></td>
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</table>

### Remedial

Percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>N</th>
</tr>
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<tbody>
<tr>
<td>Math</td>
<td>29.3%</td>
<td>1,231</td>
</tr>
<tr>
<td>English</td>
<td>41.7%</td>
<td>854</td>
</tr>
<tr>
<td>ESL</td>
<td>12.9%</td>
<td>124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>Female</td>
<td></td>
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</tbody>
</table>
Students Describe Barriers**

- Transportation
- Child Care (both cost and availability)
- Textbook and other school costs
- Family and work obligations
- Lack of bilingual (English/Spanish) resources and faculty/staff
- Courses they need are not scheduled when they need them (especially evenings)
- Lack of financial aid

**From a fall 2014 survey of 500 ESL students**
Faculty Describe Barriers

- Students don’t buy the texts/materials needed for class.
- Students do work in class, but often don’t do homework.
- Students lack training/skills in how to be students (time management, study skills, etc.)
- There are not enough FT faculty working on improving curriculum, program review, etc.
- Faculty are not given enough resources to help students.
Online Solutions

- Online courses offer flexible schedules and may solve transportation and child care issues.
- Open Educational Resources can help with text/materials cost.
- Teaching methods like flipped classrooms can ensure course work is done.
- Translating online materials is relatively easy and inexpensive.
Best Practices for Remedial and ESL Students to Use in the Online Environment

- Instructor focus on individual students
- Bilingual peer tutors or aides
- Group work, interactive work
- Written work
- Extra support (tutoring etc.)
Remedial students don’t have any online skills.....
Or access to computers.
Math is hard onsite, impossible online
All students do worse online—how can remedial students do better?
“Students who took at least some of their classes online were more likely to earn a credential…” Community College Week 5-25-15

“..for the most part, the traditional system of developmental education is not achieving its intended purpose to improve outcomes..” CCRC, 1-24-14

“..institutions can use computer-assisted instruction to efficiently allocate resources while addressing the need to provide remedial education in effective ways” John Vassilou, Community College Journal of Research and Practice, v.35 n.3, 2011
ACTIVITY I

- Increasing the success and completion of basic skills and ESL students using innovative/online strategies

ACTIVITY 2

- Aligning resource development strategies and identifying support avenues for remedial students
Objectives Related to Goals

- Develop an Online Center (AIM Center) in English and Spanish including OERS, practice modules, links to services, and more
- Provide culturally responsive professional development activities for faculty teaching remedial courses, with emphasis on innovative online approaches
More Objectives

- Hire a full time basic skills coordinator (bilingual/bicultural)
- Hire full time noncredit ESL and reading faculty
- Work closely with English, math and ESL faculty willing to pilot remedial courses online using innovative approaches
- Create faculty inquiry groups (FIGS) to discuss innovative approaches including embedded tutors, flipped classrooms, hybrid models, etc.
STATUS REPORT

- Hired the basic skills coordinator and the grant coordinator
- Hired a FT noncredit ESL faculty member
- Recruited 7 faculty to pilot remedial courses online and provided them with research packets on best practices
Held two P.D. sessions for faculty on effective online practices for remedial students (with mentor teachers)

Received initial project proposals from faculty (flipped classroom, embedded facilitators, accelerated model online, embedded OERS)

“Hired” the AHC Web Content Coordinator to help build the virtual AIM Center

With faculty help, identified OERs in the target areas
STATUS REPORT

- Convened two advisory committee meetings
- Hired resource development consultants to examine our current model and recommend improvements, including avenues to fund remedial students
- Started building the virtual aim center (target completion date fall semester 2015)
So, What’s Next??

AIM HIGH
ADVANCE | INNOVATE | MAINTAIN

Reach for your goals
Year Two

- Develop 3 Tutorial modules for the AIM site
- Assess the use of the AIM resources and continue to build in-demand areas
- Pilot the online remedial courses and assess results
- Offer PD for faculty and convene FIGS
- Work with new noncredit ESL teacher to bridge noncredit to credit more effectively
Our Goal

Help a lot more students like Jesus Sanchez start here and go anywhere (UC-Berkeley, in his case)!
The End (really, the Beginning!)

Contact Information:
Nancy Meddings
nmeddings@hancockcollege.edu

Dean, & Project Director
U.S. Dept. of Education Title V HSI
“AIM” Grant
Career Development and College Preparation (CDCP) Noncredit Programs Update

- Compares data from the academic years 2006/07 to the reporting period of 2014/15

- Methodology
  - California Community Colleges Chancellor’s Office Management Information System (COMIS), which collects data from all the colleges.
  - Academic Affairs Division databases.
  - Fiscal Affairs Division apportionment data.
CDCP Update

- Certificate of Completion
- Certificate of Competency
  - elementary and secondary basic skills
  - in workforce preparation
  - short-term vocational programs with high employment potential
  - English as a second language (ESL)
### Three-Year Comparison of Noncredit, Enhanced Noncredit, and Credit Full Time Equivalent Student (FTES) Rates

<table>
<thead>
<tr>
<th>Rate Type</th>
<th>2006/07</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Noncredit Rate</td>
<td>$2,626</td>
<td>$2,788</td>
<td>$2,840</td>
</tr>
<tr>
<td>Enhance Noncredit Rate</td>
<td>$3,254</td>
<td>$3,283</td>
<td>$4,724</td>
</tr>
<tr>
<td>Credit Rate</td>
<td>$4,367</td>
<td>$4,646</td>
<td>$4,724</td>
</tr>
</tbody>
</table>
Percentage of CCC Approved Courses Eligible for Enhanced Funding Grouped by Large and Small Districts in 2014-15

32 Smallest CDCP Districts by Courses 19%

10 Largest CDCP Districts by Courses 81%
Percentage of CCC FTES for Enhanced Funding Grouped by Large and Small Districts in 2014-15

- 10 Largest Districts by FTES: 90%
- 32 Smallest Districts by FTES: 10%
## CDCP Update

<table>
<thead>
<tr>
<th>Instructional Domain</th>
<th>Certificates of Completion</th>
<th>Certificates of Competency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/VEESL</td>
<td>147</td>
<td>30</td>
<td>177</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>61</td>
<td>23</td>
<td>84</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>23</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Short-term Vocational Program</td>
<td>283</td>
<td>39</td>
<td>322</td>
</tr>
<tr>
<td>Total</td>
<td>514</td>
<td>94</td>
<td>608</td>
</tr>
</tbody>
</table>
Percentage of Categories

- ESL/VEESL
- Basic Skills
- Workforce Preparation
- Short Term Vocational Education
Poll

- How many currently have CDCP programs in ESL?
- How many currently have CDCP programs in Basic Skills?
- How many don’t have any CDCP programs?
- How many are considering creating new CDCP programs in either ESL or Basic Skills?
Benefits of having CDCP Programs in Basic Skills and/or ESL

- Same funding as credit FTES
- Does not impact Financial Aid eligibility
- Not cost to take courses
- No repetition restrictions
CCC High School Diploma Programs Update

- 11 Colleges have High School Diploma Programs
- Considered Secondary Basic Skills
- Is by definition not itself eligible for CDCP funding
- Must be a Certificate of Competency or Completion in Basic Skills category
- California Code of Regulations (CCR) 55154
CCC High School Diploma Program

- At least 160 credits of high school level coursework
- Natural Sciences. A minimum of 20 high school credits
- Social and Behavioral Sciences. A minimum of 30 high school credits
- Humanities. A minimum of 10 high school credits
- English. A minimum of 30 high school credits
- Mathematics. A minimum of 20 high school credits
CCC High School Diploma Program

- For the purposes of this section, a noncredit course awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work.
Future Agenda Items and Presentations

- Coordination of Basic Skills Plans and Student Equity Plans
- Community College Basic Skills and Student Outcomes Transformation Program
- Basic Skills in the Online Education Initiative
- Basic Skills Partnership Pilot Program
Next Meeting/Archives

- Next Meeting is October 9, 2015 from 12:00 Noon – 1:00 PM
- Call in and login information is the same for each month.
- Access to previous meeting archives and slides are located at the following URL:
  http://extranet.cccco.edu/Divisions/AcademicAffairs/BSICoordinatorsWebinarArchive.aspx
Questions
Evaluation Survey

Help us improve the monthly Basic Skills coordinators meeting by filling out a short anonymous online feedback survey at the following URL: