

[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012

College Name: El Camino 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, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, 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 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		0	
B. Student Assessment		0	
C. Advisement and Counseling Services		9,396	
D. Supplemental Instruction and Tutoring		83,877	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		5,147	
G.1 Coordination		49,213	
G.2 Research		17,695	
G.3 Professional Development		91,838	
TOTAL:	257,166	257,166	0

Tom Fallo for TR JMC 10/9/12
 Tom Fallo, Chief Executive Officer Date

Christina Gold for C. Gold 9 October 2012
 Christina Gold, Academic Senate President Date

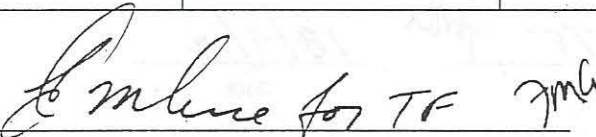
Jo Ann Higdon for OCT 10 2012
 Jo Ann Higdon, Chief Business Officer Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: El Camino 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 6/30/2012, 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 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		150,609	9,010
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		29,589	21,568
G.2 Research			
G.3 Professional Development		357	
TOTAL:	211,133	180,555	30,578


Tom Fallo, Chief Executive Officer

10/9/12
Date


Christina Gold, Academic Senate President

9 October 2012
Date


Jo Ann Higdon, Chief Business Officer

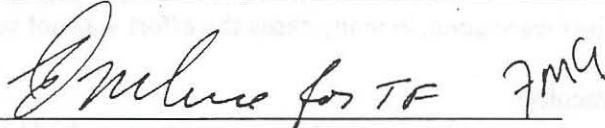
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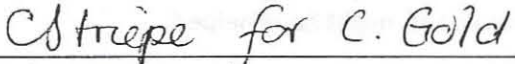
**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**


College Name: El Camino College

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 from the 2011-12 allocation the total expenditures and encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 funds (refer to the final 2011-2012 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 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development		0	0
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	46,642
D. Supplemental Instruction and Tutoring		0	82,000
E. Course Articulation/Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		0	2,000
G.1 Coordination		0	51,053
G.2 Research		0	5,000
G.3 Professional Development		0	2,000
TOTAL:	188,695	0	188,695

 7/11/12
Tom Fallo, Chief Executive Officer Date

 9 October 2012
Christina Gold, Academic Senate President Date

 OCT 10 2012
Jo Ann Higdon, Chief Business Officer Date

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

Respond to the following question. "Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?"

Reconsider campus' allocation of BSI Funds:

Initially, funding at our college was divided 60/40 between the Humanities (English, Reading, ESL, Academic Strategies, Writing Center) and Math (Math and Math Lab), based on percentages of the basic skills population served by each. Each division supplied its own Basic Skills Coordinator, a faculty member who reported to his/her respective dean. The deans, in turn, reported to the Vice-President of Academic Affairs. In retrospect, this arrangement has worked against the implementation of campus-wide efforts that might have proven successful. On the other hand, the funding split allowed Math and English/Reading to pursue different courses more beneficial to the basic skills needs of each area. For example, it's not clear that the Math Division's decision to accelerate the developmental math program and create the BAM and IASTATS programs would have occurred in a more centralized model. Looking back, it would also have been beneficial to have Counseling involved in the initial negotiations for splitting the funds.

Have a more functional steering committee:

Early on, a huge committee of interested parties (counselors, faculty, administrators, project coordinators) met to discuss projects and assess materials provided by the Chancellor's Office. Large-scale visions and innovative ideas that might have been implemented with success languished in the discussion phase until this large group was disbanded. It was replaced by a smaller Basic Skills Advisory Group representing a range of the campus community. However, this group has no power to allocate funds, so it's poorly attended and has become mainly a venue for sharing information.

Have a more focused action plan:

Initial action plan items seemed to stem from the areas of expertise and interest of the Basic Skills Coordinators. A period of funding a wide variety of proposals followed, with the majority of funding going to faculty and counselor stipends, professional development on and off campus, and software and site license acquisition. We found that a major drawback of this approach was the use of stipends. Too much effort had to go into record keeping for faculty stipends and counselor stipends and the attendant benefit calculations. Also, while this approach allowed us to try various experiments, it quickly used up limited funds. And when the funds for a project were gone, in many cases the effort was not sustained.

Get more involvement from transfer-level faculty:

Overall, faculty not teaching basic skills classes have not been as widely receptive as we had hoped to training that would help them meet the needs of basic skills students who end up in their classes. A half-day Reading Apprenticeship workshop, for example, attracted only a couple of content-area instructors. More focus on outreach, with support of the Academic Deans, might have helped.

Move beyond small-scale model programs for larger programs impacting more students:

Many of the limited-scale programs that resulted from trying a variety of experiments on small groups have shown measurable and remarkable success. But these student-support intensive programs are expensive and aren't sustainable without ongoing funding and other supports like counseling and coordination. So we need to find additional support and funding for these programs beyond BSI. In addition, many of these programs benefit only a limited student population, such as students who can

commit to attending school full time to take compressed and/or linked classes or attend SI sessions. While these programs, like counselor intervention, have proven valuable, we need to find ways to impact the larger basic skills population. Our challenge is now to find a way to adapt positive elements from these model programs to create a large-scale, more economical plan.

Find a way to expand existing effective programs:

We lost time in implementing the BSI initially because we were unsure of what was expected or how long we could count on funding. One problem we had was the interpretation of "supplanting." Because we were cautious not to supplant college funding in a time of cut-backs, we were initially somewhat hesitant to fund strategies proven to be successful, such as SI and FYE, which already existed on our campus. Also, we were unsure if we could commit funds beyond a current year due to the State budget issues. For example, we didn't want to institute SI for a particular course one year if it we would be unable to support it the next. By expanding these services immediately, we might have favorably impacted student success on a wider scale.

Disseminate information more effectively:

We could have done a much better job of getting the information out to the campus community about the issues of basic skills and informing them about innovative things being done/considered at other campuses. We initially created a Basic Skills newsletter, but no one read it. We also created a Basic Skills Website, but few faculty use it as a resource. We made presentations to the entire faculty at a Flex Day, to the Management Committee, and to the Academic Senate. These presentations, though well-received, were one-time events with no vehicle for follow up. We included an Academic Senate representative on the Basic Skills Advisory Committee. However, it would perhaps have been more effective for a Basic Skills Coordinator to make a regular report to the Academic Senate highlighting basic skills issues, action plans, activities. One factor that impeded this process was the large amount of complex record keeping and reporting required by the Chancellor's Office that took up an inordinate amount of the Basic Skills Coordinators' time that could have been spent disseminating information.

Have a better planning system in place:

Since allocations are not identified at the state level until the end of the summer, there's very little time for planning. Consequently, we've typically found ourselves rushing to throw together an action plan at the beginning of the fall semester in time for the October report deadline. In addition, these allocations are subject to change based on college reporting of FTEs, so we've been hesitant to encumber funds we might not receive. In hindsight, we should have been planning in spring and making adjustments later.

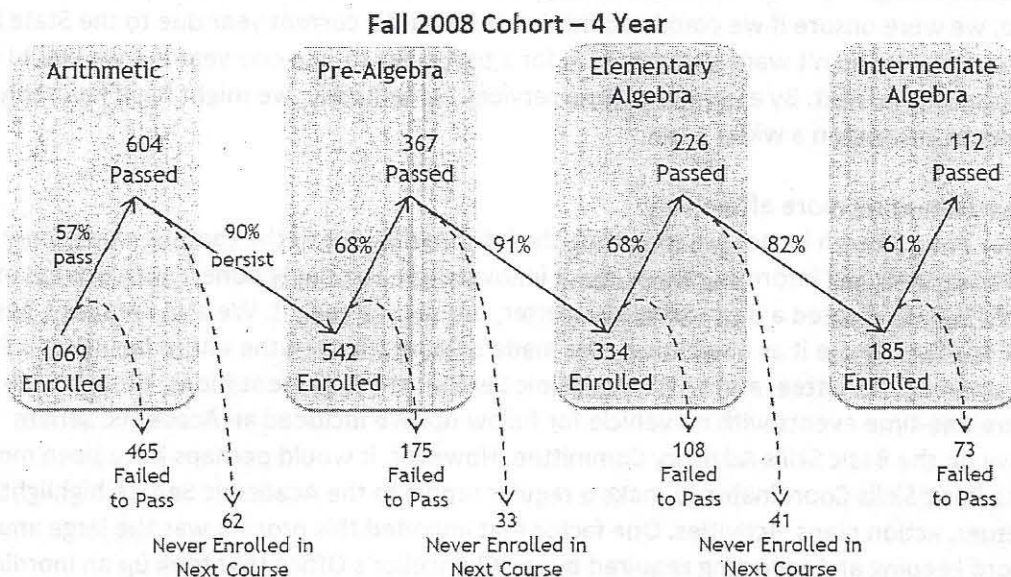
Make structural rather than just student support changes:

We're just now grappling with structural issues of student success: placement exams, curriculum redesign, and acceleration. It's too bad we didn't do this earlier. In particular, transformation of the curriculum is just now becoming a focus, with math having taken the lead. Had we begun this process sooner, we would have made more progress. However, meaningful institutional change doesn't occur quickly. The past few years have been a process of development for the people involved in basic skills instruction. It takes time to gain information, to share it with others, and to create the mechanisms to implement change in the curriculum. It may have taken this long for us to be in a position to make meaningful decisions. As a case in point, it took a period of professional development for math faculty to identify affective domain issues as an important factor for student success. Then, it took two years to assemble a team of math instructors to create and classroom test a set of activities to help students build better academic habits and personal responsibility. Only now is a booklet of 36 activities available for math instructors to improve a student's motivation, self-confidence, and organizational habits.

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

In 2008, El Camino College enrolled 1069 students who first attempted Arithmetic. For El Camino College, Arithmetic is four-levels below a transfer level course. Within four years only 112 passed Intermediate Algebra, which is 1 level below transfer, and were eligible for a transfer level course. The 112 students that passed Intermediate Algebra represent 10% of the original cohort. This is a startling and very disappointing statistic.

Progress of El Camino College Students Who First Attempted Arithmetic



There are several issues presented by the chart above that the El Camino Math Department has addressed:

1. Success rates within each course can be improved.

For the past 3 years El Camino has been implementing an intensive professional development program consisting of 30 hours, over the course of 10 workshops, to review a myriad of topics pertaining to student success. These topics include, but are not limited to: introduction to the Poppy Copy, learning theories, instructional strategies, affective domain issues in learning, student centered classrooms, etc. In addition, Supplemental Instruction has been instituted to support student success.

2. Persistence rates can be improved.

El Camino has been funding a Counselor Intervention program to increase persistence rates. This program funds visitation of a school counselor into a basic skills math course for 4 – 8 hours over the course of the semester to review the all pertinent support services available to these students and to schedule an appointment to create an education plan. Studies from our

Institutional Research department show an 8% increase in persistence rates for students involved in this program over students not in the program.

3. The long sequence of courses in our developmental program is a hindrance to student progression.

The issue of a long sequence of developmental math course is popularly known as the pipeline problem. El Camino has tackled this problem by creating two acceleration courses that run concurrently allowing students to progress to a transfer level course after just two semesters regardless of where they are initially placed. The first acceleration course is the Basic Accelerated Math course (BAM) which uses computer aided instruction in a lab, student-centered in class lectures and Supplemental Instruction to engage the students. In one semester a student placed four levels below transfer can receive recognition for up to three courses and be approved for Intermediate Algebra which is only 1 level below transfer.

Our second acceleration course is named Intermediate Algebra for Statistics (IASTATS) and blends both Elementary Algebra and Intermediate Algebra in one course. IASTATS is a course that has been redesigned to include the major topics of elementary and intermediate algebra while using statistics as a platform for instruction. The goal of this accelerated course is to prepare students with a strong algebra foundation and introduce students to basic statistic principles in order to increase their chances to pass Elementary Statistics. A student eligible for a course 2 levels below transfer can receive recognition for 2 courses and be approved for Statistics in one semester.

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

Due October 10, 2012

College Name: El Camino College

Goal ID	Long-Term Goal
A	The successful progression rate of students from Arithmetic (4 levels below transfer) to Elementary Algebra (2 levels below transfer) will increase by 5 % by 2016-2017 over the 2011-2012 rate.
B	The percentage of basic skills reading and writing students who successfully complete Freshman composition within four years will increase by 1% annually in 2014-2015, 2015-2016, and 2016-17 over 2009-2010.
C	

 for TF
 Tom Fallo, Chief Executive Officer

10/9/12
 Date

CStriepe for C. Gold
 Christina Gold, Academic Senate President

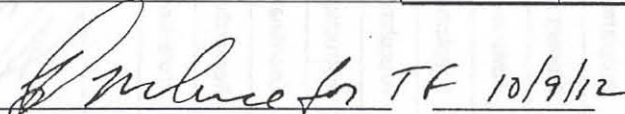
9 October 2012
 Date

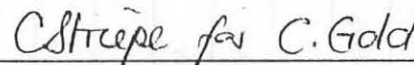
[4b] 2012-2013 ESL/Basic Skills Action Plan

Due October 10, 2012

College Name: El Camino College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Provide continued support, testing, professional development, and curriculum redevelopment of BAM courses.	A	June 2013	Math Basic Skills Coordinator/Math Department	The number of BAM and IASTATS courses will increase by 1 every year between the 2011-2012 school year to the 2017-2018 school year.
Implement Counselor Intervention for Basic Skills math courses.	A	June 2013	Math Basic Skills Coordinator/Math Department/Counseling Department	The persistence rates of Basic Skills students involved with Counselor Intervention will be 5% greater than the persistence rates of Basic Skills students not involved in Counselor Intervention for courses 3-4 levels below transfer.
Explore deactivating reading course two levels below transfer.	B	Dec 2012	Dean of Humanities/English and Reading Departments	English/Reading Departments will make a decision on deactivating English 80.
Continue support for tutoring for students in Basic Skills reading and writing.	B	June 2013	Learning Resources Center (LRC) Coordinator/Reading Department	Increase the hours of the Reading Success Center from 20 to 30 hours/week beginning Spring 2013.
		June 2013	LRC Coordinator/Reading Department	Students who use the Reading Lab will have a higher success rate in reading courses than students who do not.
		June 2013	Writing Center Coordinator	The success rate of Basic Writing students who use the Writing Center will be 5% greater than the success rate of Basic Writing students who do not.


Tom Fallo, Chief Executive Officer 10/9/12
 Date


Christina Gold, Academic Senate President

9 October 2012
 Date

**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2012**

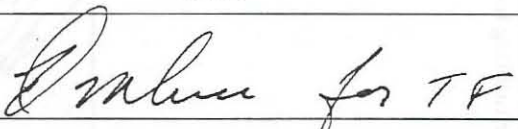
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College Name: El Camino College

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
Dr. Francisco Arce	Vice President, Academic Affairs	fmarce@elcamino.edu
Dr. Don Goldberg	Dean, Mathematical Sciences	dgoldberg@elcamino.edu
Tom Lew	Dean, Humanities	tlew@elcamino.edu
Arturo Martinez	Basic Skills Coordinator	afmartinez@elcamino.edu
Elise Geraghty	Basic Skills Coordinator	egeraghty@elcamino.edu
Sara Blake	Basic Skills Coordinator	sblake@elcamino.edu
Janice Ely	Business Manager, Fiscal Services	jely@elcamino.edu

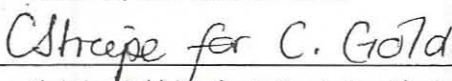
Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	0
B. Student Assessment	0
C. Advisement and Counseling Services	25,000
D. Supplemental Instruction and Tutoring	97,175
E. Articulation	0
F. Instructional Materials and Equipment	21,000
G.1 Coordination	30,520
G.2 Research	0
G.3 Professional Development	15,000
TOTAL	188,695



 Tom Fallo, Chief Executive Officer

10/9/12

 Date



 Christina Gold, Academic Senate President

9 October 2012

 Date