



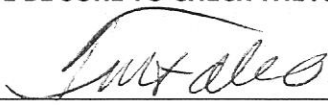
[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

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, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 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 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		0	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		\$ 150,609	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination		\$ 60,167	
G.2 Research		0	
G.3 Professional Development		\$ 357	
TOTAL:	\$ 211,133	\$ 211,133	-0-

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



Tom Fallo, Chief Executive Officer

10/8/13

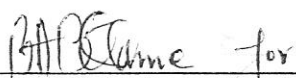
Date



Christina Gold, Academic Senate President

10/8/13

Date



Janice Ely, Chief Business Officer

10-07-13

Date



[1b] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

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 planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 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 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development		0	0
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	\$ 50,000
D. Supplemental Instruction and Tutoring		\$ 74,798	\$ 24,947
E. Course Articulation/ Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		0	0
G.1 Coordination		\$ 2,581	\$ 34,000
G.2 Research		0	0
G.3 Professional Development		\$ 2,369	0
TOTAL:	\$188,695	\$ 79,748	\$ 108,947

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

Tom Fallo
Tom Fallo, Chief Executive Officer

10/8/13
Date

Christina Gold
Christina Gold, Academic Senate President

10/8/13
Date

Janice Ely
Janice Ely, Chief Business Officer

10-07-13
Date



[1c] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013

College Name: El Camino College

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 from the 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 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 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development			0
B. Student Assessment			0
C. Advisement and Counseling Services			\$ 45,695
D. Supplemental Instruction and Tutoring			\$ 90,000
E. Course Articulation/ Alignment of the Curriculum			\$ 4,000
F. Instructional Materials and Equipment			\$ 15,000
G.1 Coordination			\$ 34,000
G.2 Research			0
G.3 Professional Development			0
TOTAL:	\$188,695	-0-	\$188,695.00

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

Tom Fallo
Tom Fallo, Chief Executive Officer

10/8/13
Date

Christina Gold
Christina Gold, Academic Senate President

10/8/13
Date

Janice Ely
Janice Ely, Chief Business Officer

10-07-13
Date

[2]. Narrative Response: El Camino College

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's education master plan?**

The El Camino College Master Plan specifically refers to Basic Skills in a number of sections. In its vision for enrollment growth, the Master Plan advocates for a stronger emphasis on programs that address basic skills, which are "seen as an important point of entry to the College's overall academic experience" (26). The plan calls for the development of "extended curricular activities that target basic skills education" (27). Many of these extended curricular activities, including tutorial support, supplemental instruction, and counselor intervention, have been piloted or expanded using BSI funding. In assessing the use of its BSI funds, the college carefully tracks the spending of BSI funds to ensure that they are used for activities and programs that promote success for Basic Skills students.

The Master Plan identifies the Writing Center as the English Department's "key tutorial support service" (47). BSI funds provide tutor training related to Basic Skills needs, funding for additional tutors for Basic Skills students, and funding for staff to track the success of students using the center. The Writing Center tracks Basic Skills students using the center and collects data on their performance in their courses as compared to that of students who don't use the center. The latest data indicates that Basic Skills English and ESL students who use the Writing Center have a course success rate that is at least 20% higher than those who don't use the center.

Students enrolled in courses with counselor intervention are tracked to see how many of them have completed an educational plan, which has been demonstrated to contribute to student success. In Fall 2013, the counselor intervention program in math completed 222 education plans from 311 students (as of census). Approximately 70% of students from these math courses completed an education plan.

Pre and post placement scores are obtained for students who enroll in the Summer Math Academy (SMA) and retake the placement test to ascertain the efficacy of the academy in shortening the pathway to success. In the summer of 2013, 120 students completed the SMA and 84% showed significant improvement on the placement test.

Summer Math Academy Results Su2013	
Original Placement (Accuplacer)	Placement Score Post SMA
Four-levels below transfer	72% placed at least one level higher
Three-levels below transfer	79% placed at least one level higher
Two-levels below transfer	100% placed at least one level higher
One-level below transfer	41% placed at least one level higher

BSI professional development funds for faculty are reserved for workshops, conferences, and trainings that have a direct connection to improvement of Basic Skills instruction (such as acceleration, Reading Apprenticeship), identification of Basic Skills issues (such as Habits of Mind, counseling), and funding and reporting issues (Basic Skills Coordinator Workshops). To assess the use of BSI funds, faculty who attend professional development activities fill out an assessment form as part of the conference reimbursement process that identifies how this activity will be used to enhance teaching, develop curriculum, or inform practices that directly impact Basic Skills students.

The Master Plan identifies "Institutionalizing various support services currently funded by the Chancellor's Basic Skills Initiative [as] a priority" (48). This process is beginning to occur although slowly. In the area of ESL, in the past, BSI funds were used to pay an adjunct counselor for ESL student advisement and planning. Based on improved educational

plan completion and placement statistics, the college has now assigned a full-time counselor for ESL. Based on data showing the success of students enrolled in BSI-funded supplemental instruction for math, as compared to their peers who weren't enrolled in SI, the SI program has become institutionalized and now receives general funding status. The college is also making a commitment to increase its financial support for the Writing Center in the future.

- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**

One of the problems our college is facing in the area of ESL is a coding issue. Some of our ESL courses that are prerequisites for English 1A (the transfer-level course targeted student success data) are in fact transferable courses (not Basic Skills). This fact assists students who want to transfer, but it makes meaningful Basic Skills data collection difficult.

Another significant problem in assessment arises from the fact that the Chancellor's Office cohort tracker data is incorrect, according to our IR Office. Thus, while the cohort tool seems useful for aggregating data by various factors, the information yielded is questionable because the data is not valid. Additionally, because we have separate strands of courses for reading and writing creating a potentially 5 semester pre-transfer sequence, having the Chancellor's Office use two year intervals for measuring success seems arbitrary, especially since many of our students attend part time.

A significant problem that limits counselor intervention is a lack of counselors. Any tools that the Chancellor's office and/or 3CSN could provide to help with orientation would be very useful. Making available system-wide a tool like the *Steps to Success* online adaptive tool that was highlighted at the BSI Coordinator Meeting at Rio Hondo in May 2013 would be especially helpful.

Workshops, studies and publications on student success by RP Group, 3CSN, CCRC, and the Carnegie Foundation are great resources, but it's been difficult to reach the instructors that would benefit the most from them. Too often the instructors who attend professional development are the ones who don't need it, while the instructors who do need it don't participate. While this may be a campus issue, it would be helpful if the Chancellor's Office could find ways to promote professional development in the area of instructional practices as a priority system-wide, perhaps in conjunction with the Student Success Taskforce recommendations.

Involving adjunct instructors has become an even greater challenge with the implementation of the Affordable Care Act. Our college will not approve stipends, and offering special assignment hourly pay to adjuncts for participation can affect their part-time status.

Of great concern, especially to the Math department, is the issue of articulation and transferability of non-traditional, accelerated courses to CSU and UC schools. Perhaps the Chancellor's Office and 3CSN could address this issue with the CSU and UC schools.

Finally, now that some additional funding is available to community colleges, the Chancellor's Office could be helpful in encouraging college administrations to move toward institutionalizing the practices currently funded by BSI that have proven effective.

- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

The college's IR Office is continuing to track student cohorts participating in tutoring, in the Summer Math Academy, and in counselor intervention programs as they progress to the transfer level courses. The results of program redesign efforts are being tracked by IR as well. These include piloted accelerated math sequences, compressed reading and writing courses, and a pilot under development for an integrated reading and writing course.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool: El Camino College

- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

Program Success: Based on the data, our college's basic skills program was more successful in 2010-12 than it was in 2008-10. In measuring success of the Basic Skills program, we looked at our sequential courses and measured how many students beginning at the Basic Skill level of 2 levels or more below transfer successfully completed the transferable course in the sequence. We compared the success figures from 2010-12 with those of 2008-10. Then we looked at data for courses directly impacted by BSI interventions and support and compared this data with the college-wide data. Finally, we looked at disaggregated data to see what information it revealed about different groups of students.

English Reading and Writing:

- A comparison of the Data Mart data on the two cohorts for students beginning 3 levels below transfer in reading shows an improvement rate 3% higher in the 2010-12 cohort than in the 2008-10 cohort.
- For English reading and writing 2 levels below transfer, data was provided by our college's IR Office. Comparison of the two cohorts reveals an improvement of 1% in reading and 2% in writing in 2010-12 over 2008-10. However, the success level for the 2008 cohort rises by 10% if the time frame for completion is extended from 2008-12; likely the same would be true for the 2010 cohort. Our current two-tiered reading and writing sequences require a student beginning 2 levels below transfer to complete 4 semesters of course work before enrolling in the transfer-level course. We're now piloting an integrated reading/writing model to reduce this time frame to 2 semesters.
- Success rates for students enrolled in FYE-supported compressed 8-week reading and writing courses are *significantly* higher than those of students enrolled in traditional courses. The 2010-2012 FYE compressed cohort beginning 2 levels below transfer had a success rate of 69% for writing and 70% for reading as compared to a control group with success rates of 23% for writing and 29% for reading.

ESL: Analysis of our ESL data reveals problems with coding. Our ESL Dept. and our IR Office are working to correct these problems so as to provide more accurate data in the future. Information below is drawn from Data Mart.

- Success in ESL writing for the 2010-12 cohort 3 levels below transfer was significantly higher than for the 2008-10 cohort, with an increase of 15% for writing and 5% for reading.
- Success in ESL writing for the 2010-12 cohort 2 levels below transfer was higher than for the 2008-10 cohort, with an increase of 5% for writing and 3% for reading.

Math:

- According to data from the college IR Office, the Basic Skills success rate for math for the Fall 2008-10 cohort is 45%; the success rate for the Fall 2010-12 cohort is 49%, an improvement of 4%. (Note: Students who complete an AA or certificate don't need to reach transfer level math, so they aren't captured in this data.)
- The IR Office has also released a comparison study between students participating in our Basic Acceleration Math program (BAM) and students enrolled in our traditional 4-level developmental math program. For students enrolled 4 levels below transfer, 5.5% of them are passing a transfer level course within 2 years, compared to 0.4% of students in the traditional four-level math program.

Disaggregated Data Observations: When disaggregating data, for both math and English reading/writing, two things stand out. One is the relatively superior performance of EOPS students, probably because the program includes the student support essential for Basic Skills success (counseling, monitoring of progress, tutoring). The other thing that stands out is the relatively poor performance of African-American students in both math and English; this is an issue that demands our attention.

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

Due October 10, 2013

College Name: El Camino College

REFER TO LAST YEAR'S FORM.

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

Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this 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.	\$ 79,695
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.	\$ 109,000
C		
TOTAL ALLOCATION:		\$ 188,695

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

Tom Fallo, Chief Executive Officer

Date

Christina Gold, Academic Senate President

Date

Francisco Arce, Chief Instructional Officer

Date

Jeanie Nishime, Chief Student Services Officer

Date

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013

College Name:

El Camino College

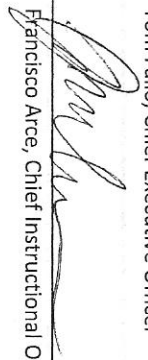
Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.

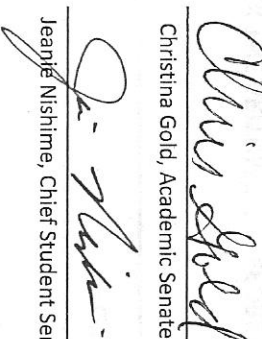
Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to this Activity
Expand Counselor Intervention in Basic Skills math courses.	A	June 2014	Math Basic Skills and Counseling Intervention Coordinators/ Math and Counseling	18 Basic Skills math courses will be assigned a counselor for Counseling Intervention. 70% of students in Basic Skills sections with counselor intervention will complete an educational plan.	\$ 28,000
Provide Math BSI Coordination.	A	June 2014	Math Basic Skills Coordinator/Math	2012-13 ESL/Basic Skills EOY Report 2013-14 ESL/Basic Skills Action Plan	\$ 15,500
Expand Supplemental Instruction in ECC acceleration math courses.	A	June 2014	Math Basic Skills Coordinator/Math	6 Supplemental Instructors will be assigned to the ECC Basic Accelerated Math program Success rate for BAM courses with SI support will be 5% higher than that of non-BAM courses.	\$ 15,000
100 graphing calculators for the calculator loan program prioritized for basic skills math students.	A	June 2014	Math Basic Skills Coordinator/Math	100 graphing calculators will be available for student use.	\$ 13,000
Summer Math Academy planning and recruitment.	A	June 2014	Math Basic Skills Coordinator/Math	30 students will be registered for the Summer Math Academy 2013.	\$ 8,195

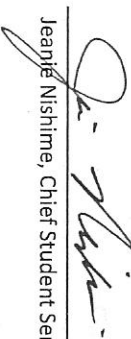
Provide ESL/English BSI Coordination.	B	June 2014	Humanities Basic Skills Coordinator	2012-13 ESL/Basic Skills EOY Report 2013-14 ESL/Basic Skills Action Plan	\$ 18,000
English Department will develop a new course combining reading and writing at the pre-collegiate level to be offered in Fall 2014	B	June 2014	Humanities Basic Skills Coordinator/English	Integrated Reading and Writing will be offered in the class schedule in Fall 2014.	\$ 6,000
Implement Counseling Intervention in English B.	B	June 2014	Humanities Basic Skills and Counseling Intervention Coordinators/English and Counseling	Counseling intervention will be provided for 4 sections of English B in Fall 2013 and expanded to at least 2 additional sections of English B in Spring 2014. 70% of students in English B sections with counselor intervention will complete an educational plan.	\$ 16,000
A Reading Coordinator will chair reading meetings, oversee the revision of the reading program, provide information and mentoring for adjunct instructors, make recommendations regarding software and other lab resources.	B	June 2014	Humanities Basic Skills and Reading Coordinators/English	The reading department will make a decision about the use of standardized exams. Reading course outlines and SLOs will be revised. Materials will be made available for adjunct and new instructors and Integrated Reading/Writing course instructors. Minutes of reading meetings will be posted.	\$ 9,000
Support conference attendance at Basic Skills related conferences.	B	June 2014	Humanities Basic Skills Coordinator/ Humanities	Conference report forms documenting attendance and value.	\$ 3,000

Continue support for Writing Center tutoring for Basic Skills and Pre-Collegiate students.	B	June 2014	Humanities Basic Skills and Writing Center Coordinators	The success rate of ESL/Basic Skills students using the Writing Center will exceed that of students not using the Writing Center by 10%.	\$ 57,000
TOTAL ALLOCATION:					\$ 188,695

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


 Tom Fallo, Chief Executive Officer
 Date 10/7/13


 Christina Gold, Academic Senate President
 Date 10/8/13


 Jeanie Nishime, Chief Student Services Officer
 Date 10/8/13



[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan

Due October 10, 2013

NOTES: Starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated. 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, the Chief Business Officer and the Academic Senate President.


College Name: El Camino College

2013-2014 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. Virginia Rapp	Interim Dean, Mathematical Sciences	vrapp@elcamino.edu
Tom Lew	Dean, Humanities	tlew@elcamino.edu
Arturo Martinez	Basic Skills Coordinator, Math	afmartinez@elcamino.edu
Elise Geraghty	Associate Dean, Humanities	egeraghty@elcamino.edu
Sara Blake	Basic Skills Coordinator, Humanities	sblake@elcamino.edu
Janice Ely	Business Manager, Fiscal Services	jely@elcamino.edu

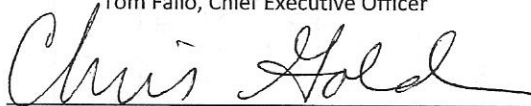
Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	\$ 27,195
Student Assessment	0
Advisement and Counseling Services	44,000
Supplemental Instruction and Tutoring	72,000
Coordination & Research	42,500
Professional Development	3,000
TOTAL:	\$ 188,695

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



Tom Fallo, Chief Executive Officer

10/8/13
Date



Christina Gold, Academic Senate President

10/8/13
Date



Janice Ely, Chief Business Officer

10-07-13
Date