

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

**College Name:** Fullerton 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		\$35,422	
B. Student Assessment		\$0	
C. Advisement and Counseling Services		\$0	
D. Supplemental Instruction and Tutoring		\$170,411	
E. Course Articulation/ Alignment of the Curriculum		\$0	
F. Instructional Materials and Equipment		\$0	
G.1 Coordination		\$149,862	
G.2 Research		\$41,917	
G.3 Professional Development		\$1,498	
<b>TOTAL:</b>	<b>\$399,110</b>	<b>\$399,110</b>	<b>\$0</b>

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date

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

**College Name:** Fullerton 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		\$0	\$80,050
B. Student Assessment		\$0	\$0
C. Advisement and Counseling Services		\$0	\$0
D. Supplemental Instruction and Tutoring		\$67,935	\$199,144
E. Course Articulation/Alignment of the Curriculum		\$0	\$17,739
F. Instructional Materials and Equipment		\$0	\$0
G.1 Coordination		\$34,070	\$71,953
G.2 Research		\$0	\$36,829
G.3 Professional Development		\$47,854	\$6,161
<b>TOTAL:</b>	<b>\$561,735</b>	<b>\$149,859</b>	<b>\$411,876</b>

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date

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

**College Name:** Fullerton 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.

<b>Category</b>	<b>Total Allocation for 2011-2012</b>	<b>Total Expenditures by Category from 7/1/11 through 6/30/12</b>	<b>Total Encumbered Amounts by Category as of 6/30/12</b>
A. Program, Curriculum Planning and Development		\$0	\$0
B. Student Assessment		\$0	\$0
C. Advisement and Counseling Services		\$0	\$0
D. Supplemental Instruction and Tutoring		\$0	\$0
E. Course Articulation/ Alignment of the Curriculum		\$0	\$0
F. Instructional Materials and Equipment		\$0	\$0
G.1 Coordination		\$0	\$0
G.2 Research		\$0	\$0
G.3 Professional Development		\$0	\$0
<b>TOTAL:</b>	<b>\$338,021</b>	<b>\$0</b>	<b>\$0</b>

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date

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

When Fullerton College first received its BSI funds, there was a delay in forming the Basic Skills Committee and determining a mechanism for creating or identifying innovative projects in which to invest the funds. Once up and running, the committee decided on a proposal process in which campus constituents could suggest projects, and the committee would approve those that best met our agreed-upon goals and objectives. We chose this approach because we recognized the importance of having faculty buy-in when implementing new initiatives, and we valued the innovation and strong commitment to projects that resulted. Because we initially experimented with a greater number of different approaches to student success, it took longer to determine the effectiveness of programs and build their capacity to serve larger numbers of students. We also scaled up our efforts cautiously and incrementally because we were unsure what the allocation would be year to year, or even if there would be an allocation. In addition, continually looming threats of budget cuts, loosened restrictions for categorical programs, “block” grants, and so forth made it difficult to plan effectively.

This process of evaluating project effectiveness and focusing funding accordingly on the most successful interventions would have been much easier had we better frontloaded assessment methods into the design of the programs. We initially worked with our IR office to provide us with the data we needed to effectively plan and assess our programs, but due to their understaffed office, we were frequently challenged to get the data we needed for evaluation. Several years into the funding, we hired a dedicated research assistant to help us integrate planning and assessment. With her assistance, we have been able to create assessment tools and collect useful data, such as success and retention in the courses our programs serve alongside comparison groups and student surveys on the use and perceptions of services provided. Her support has also allowed us to step back and more clearly articulate program activities and outcomes, and in some cases--ESP and Specialized ESL Tutoring--create logic models to map out these activities and outcomes. We continue to look at

success and retention at the course level where our programs make an impact, but we are still struggling to connect our shorter term assessment efforts to large scale change and are working to trace the long-term effects of our interventions. Now that we have better assessment, we are positioned to examine what's working and what isn't with our current programs. We are still challenged in this area because our currently vacant IR position has been assigned to an acting division dean, but we are better able to ask the right questions.

Based on new information about what impacts students most across the system, we are further narrowing the focus of our funding. For example, among the materials provided to support our action planning process was a list of the top five best practices statewide. This, along with ideas gleaned from BSI coordinator and LINKS workshops, as well as national developmental education conferences (NADE, for example), motivated us to start an SI program. Presentations on acceleration inspired us to pilot an effort of our own and participate in the California Acceleration Project's first community of practice. As these statewide support efforts have increased, we have participated enthusiastically in staff development and leadership training to bring evidence-based successful practices to our own campus and to use the networking support to better refine our existing programs.

It has been a process of discovery, but we are learning that programs with goals that transcend success in single courses have a higher likelihood of helping students reach their key momentum points. Interventions designed to strengthen students' connection to the campus, including partnerships between instruction and student services, and incorporate learning strategies in addition to remediating academic weaknesses (such as our Entering Scholars Program), aim to build students' success throughout course sequences and into transferrable coursework. That's the goal anyway! With this broader understanding of student success, we plan to strengthen our support of programs, such as acceleration, which can reduce exit points, improving the likelihood of students achieving college readiness on a much larger scale.

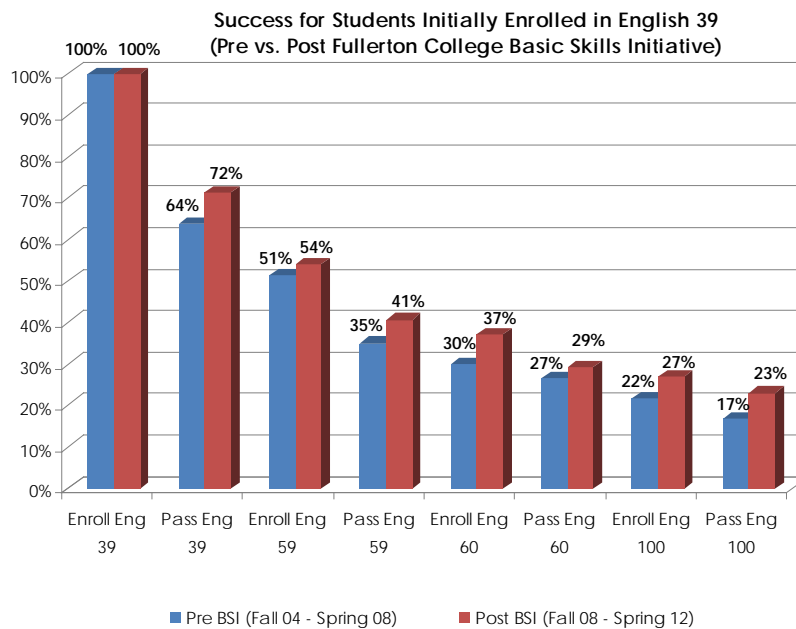
### Section 3: Data Analysis

In looking at the Basic Skills Cohort data using the online tracking tool, Fullerton College examined how students in English courses three, two, and one level below transfer during the funding period of BSI (2008-2012) progressed and succeeded compared to the previous four years. During this time, Fullerton College served Basic Skills students with additional support in and out of the classroom. This support took the form of academic support for student athletes, support from graduate student interns and math tutors, and a first-year experience program focused primarily in English. Most recently, this support has included a Supplemental Instruction program and accelerated English courses.

#### From the Data:

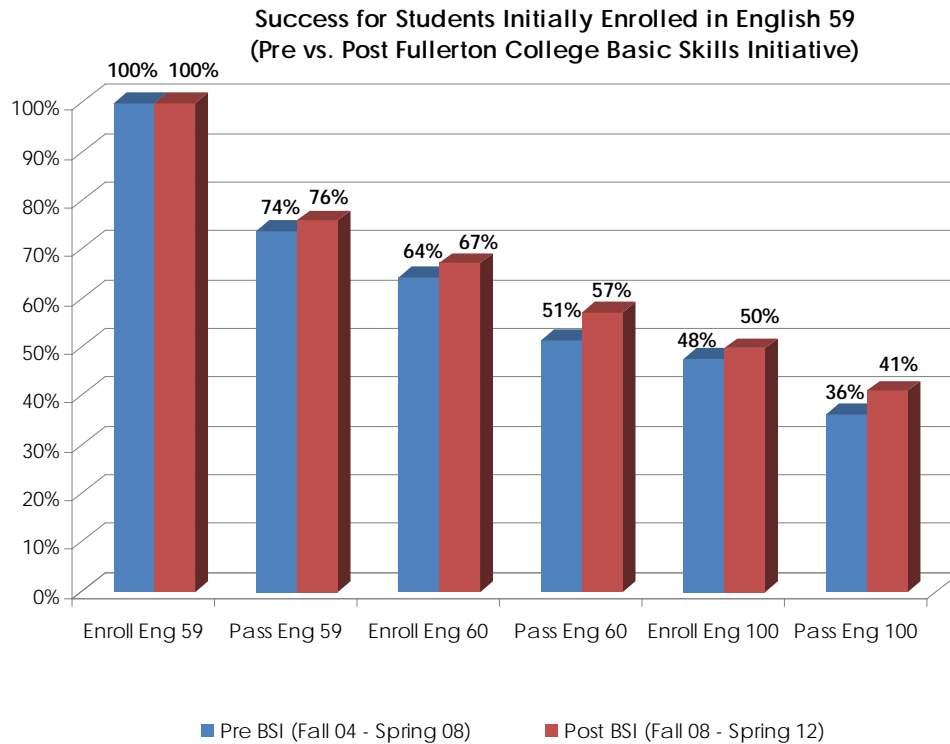
#### Students Starting English Three Levels below Transfer (English 39):

- Students who started their sequence in English 39 in the latter, funded cohort succeeded at transfer-level in higher proportions (6%) than students from the earlier cohort.
- A greater proportion of students (6%) during the BSI program period successfully passed English 59, and succeeded in English 60 at a 2% higher rate than the earlier cohort.
- Since BSI programs started, a greater proportion of students who first enrolled in English 39 continued into English 59 (3%), and also into English 60 (7%).



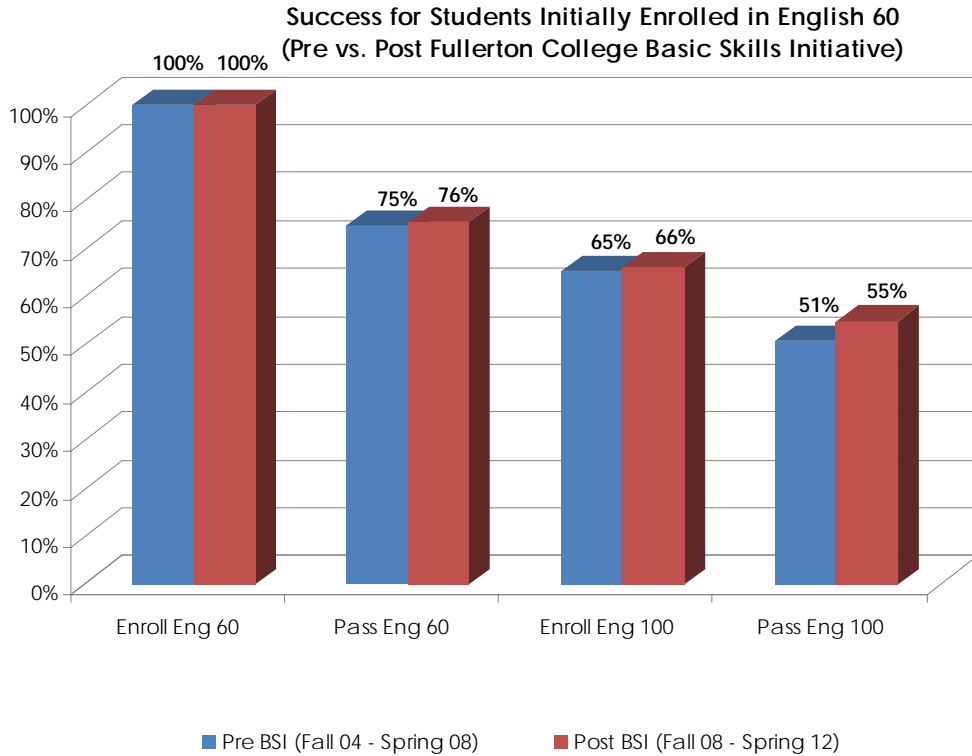
### Students Starting English Two Levels below Transfer (English 59):

- A greater proportion of students in the latter cohort successfully passed English 60 (6%) when starting in English 59, as well as succeeding in higher proportions (5%) at the transfer-level compared to the earlier cohort.
- Progress also occurred at higher levels: 3% higher for students during BSI program years moving to English 60, and 2% higher progress to transfer level.



### Students Starting English One Level below Transfer (English 60):

- A greater proportion of students (4%) who started their sequence in English 60 in the latter cohort succeeded at transfer level compared to students from the earlier cohort. A greater proportion of BSI students (1%) succeeded at English 60 when starting their sequence at this level.
- Since BSI programs started, a greater proportion of this cohort continued to transfer-level (1%) compared to the earlier cohort.



**Future Analysis:**

These data raise the question of how to link our program efforts directly to the higher success and progression data we see in looking at the four years where BSI programs have been running successfully at Fullerton College. Future analysis will drill down into the BSI cohort to examine year-by-year progress. Although we already track student success and retention in particular programs, we have not yet looked at students who specifically engage with our intervention activities, such as in Supplemental Instruction. Looking at student success and retention for those who spend more or less time engaged in specific program activities will be an area of future focus for us. We will also emphasize increasing success at the entry points for students who begin their sequence in English 59 or 60, since these numbers could improve when compared to students who start their sequence in English 39.



**[4a]. Long-term Goals (5 years) for ESL/Basic Skills**

Long-term Goals:

Goal ID	Long-term Goal
A	Over the next five years, students who begin their English sequence at three, two or one level below transfer will show a 4% higher successful completion rate at transfer level compared to the previous five years.
B	Over the next five years, students who begin their math sequence at three, two or one level below transfer will show a 2% higher successful completion rate at transfer level compared to the previous five years.
C	Over the next five years, students who participate in accelerated English courses will progress to transfer-level English at a rate 10% higher than students who start the English sequence two or three levels below transfer, but do not participate in accelerated courses.

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

Activity	Associated Long-term Goal ID	Target Date for Completion	Responsible Person(s)/ Department	Measurable Outcomes
Continue to support our Supplemental Instruction (SI) program  SI will be provided for at least 6 course sections in the following basic skills disciplines: English, ESL, math and reading	A, B	May 2013	Dani Wilson, Basic Skills Director	Students who participate in SI will have 5% higher success and retention rates compared to students who do not attend SI sessions.
Continue to support accelerated English 59 courses	A	May 2013	Dani Wilson, Basic Skills Director	Students who participate in accelerated English courses will progress to transfer-level English at a rate 5% higher than students who start the English

			Jeanne Costello, Faculty BSI Coordinator	sequence at the same level, but do not participate in accelerated courses.
Continue to support the Entering Scholars Program (ESP): a first-year experience program  ESP will be offered in approximately 20 sections per semester in basic skills English and reading classes.	A	May 2013	Dani Wilson, Basic Skills Director	ESP classes will have 2% higher retention and success rates than non-ESP classes.  Students who take advantage of out-of-class tutoring will have 3% higher retention and success rates than students who do not use tutoring.
Continue to support the Mathematics Enhanced Tutoring Program	B	May 2013	Dani Wilson, Basic Skills Director  Mark Greenhalgh, Dean of Math	The cohort tracking data shows our program has not been highly effective in this area, so we will make the appropriate programmatic changes.  Mathematics Enhanced Tutoring classes will have 1% higher retention and success rates than comparable non- Mathematics Enhanced Tutoring classes.
Continue to support the Graduate Student Internship Program (GSI)  GSI will be offered in approximately 10 sections in the spring 2013 semester in basic skills English, math, and reading classes.	A, B	May 2013	Dani Wilson, Basic Skills Director	GSI classes will have 2% higher retention and success rates than comparable non-GSI classes.  Students who take advantage of out-of-class GSI tutoring will have 3% higher retention and success rates than students who do not work with GSIs outside of class.

<p>Continue to support the Faculty Council through IEBC (Institute for Evidence-based Change)</p>	<p>B</p>	<p>May 2013</p>	<p>Dani Wilson, Basic Skills Director  Mark Greenhalgh, Dean of Math</p>	<p>Our Fullerton College math department will engage in a year-long council with local high school faculty to explore the math transition data (from high school to college) and propose an intervention(s) to help students make this transition more successfully. These monthly meetings will be moderated by an IEBC facilitator.</p>
<p>Continue to support Incite: Academic Support for Student Athletes Program</p> <p>Incite will support approximately 400 basic skills students in 11 different sports.</p>	<p>A,B</p>	<p>May 2013</p>	<p>Dani Wilson, Basic Skills Director  Olivia Veloz, Director of the Academic Support Center</p>	<p>Student athletes who participate in &gt;9 study hall hours per semester will have success and retention rates that are 5% higher than those participate in 1-9 hours. Student athletes who participate in 1-9 hours will have success and retention rates that are 5% higher than those participate in 1-9 hours.</p>

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

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 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 and the Academic Senate President.

**College Name:** Fullerton 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
Dani Wilson	Basic Skills Director	dwilson@fullcoll.edu
Dan Willoughby	Dean, Humanities	dwilloughby@fullcoll.edu
Jeanne Costello	Faculty Coordinator, Basic Skills	jcostello@fullcoll.edu
Mark Greenhalgh	Dean, Mathematics	mgreenhalgh@fullcoll.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	\$55,571
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	\$101,979
E. Articulation	\$16,500
F. Instructional Materials and Equipment	
G.1 Coordination	\$116,591
G.2 Research	\$45,182
G.3 Professional Development	\$2,204
<b>TOTAL</b>	\$338,027

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date