



## 2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to [basicskills@cccco.edu](mailto:basicskills@cccco.edu).

### [1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

### [2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**
- **How are you scaling up successful projects and programs?**
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

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

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website ([http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**. (NOTE: There is no form for this section.)

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

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

#### **[4b]. 2014-2015 ESL/Basic Skills Action Plan**

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. **Activity:** Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. **Associated Long-Term Goal ID:** Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. **Target Date for Completion:** Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. **Responsible Person(s)/Department(s):** Enter the names or positions of those who will oversee this activity.
- e. **Measurable Outcome(s):** Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. **Funds:** Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

#### **[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan**

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

## ACTION REQUIRED:

1. **Email an electronic copy of Sections [2] & [3] of your report to:**

basicskills@cccco.edu

2. **Mail the signed Reports and Plans to:**

Basic Skills Reporting/Academic Affairs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

## ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

## EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.



**[1a] 2011-2012ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014and Signature Page  
Due October 10, 2014**

**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, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, 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.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		137,908	
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		137,716	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research		47,594	
G.3 Professional Development		14,449	
<b>TOTAL:</b>	<b>338,027</b>	<b>338,027</b>	<b>0</b>

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

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

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

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Date



**[1b] 2012-2013ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014 and Signature Page  
Due October 10, 2014**

**College Name:** \_\_\_\_\_ **Fullerton 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 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, 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.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		115,592	17,928
B. Student Assessment			
C. Advisement and Counseling Services		3,355	
D. Supplemental Instruction and Tutoring		92,900	24,447
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			21,187
G.2 Research		38,984	13,853
G.3 Professional Development		5,707	4,074
<b>TOTAL:</b>	<b>338,027</b>	<b>256,538</b>	<b>81,489</b>

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

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Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014 and Signature Page  
Due October 10, 2014**

**College Name:** \_\_\_\_\_ **Fullerton College** \_\_\_\_\_

Basic Skills funds allocated in 2013-2014 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 Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 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.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		5,269	53,233
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		39,434	118,296
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			76,892
G.2 Research			44,361
G.3 Professional Development			2,957
<b>TOTAL:</b>	<b>340,442</b>	<b>44,703</b>	<b>295,739</b>

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Signature, Chief Business Officer

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**[2a] How is your college progressing about institutionalizing your basic skills funded programs and project? What are the obstacles to doing so?**

Two programs that started in our BSI program have been institutionalized on our campus: Umoja, which has been institutionalized in counseling and our Adjunct Academy, which has been institutionalized under our campus staff development office. This summer, Adjunct Academy served over 30 adjunct instructors in a two-day professional learning workshop.

Several other BSI-funded programs are in the process of being institutionalized. We're investigating institutionalizing our Basic Skills Initiative Supplemental Instruction (BSISI) program under our Academic Support Center (ASC) by merging it with existing SI programs. We are also in the process of institutionalizing our BSI-funded Teaching and Learning Certificate (TLC) program under our campus staff development office. We are aligning these professional learning opportunities with the others being offered by staff development to create cohesive, strategic professional learning that integrates basic skills. Another BSI-funded program, Incite, supports basic skills student athletes. We are exploring ways to institutionalize this program under the ASC on our campus.

Despite success, there are obstacles to institutionalizing programs. First, institutionalization often calls for our campus to make difficult funding decisions that require tradeoffs. Merging programs that have different approaches to supplemental instruction may be challenging as we are integrating different models. We plan to make discussions of institutionalizing BSISI collaborative so that any future campus-wide SI program has joint ownership.

**[2b] How are you scaling up successful projects and programs?**

Several of our BSI-funded programs have scaled up this year. Our Incite program has several enhancements including subject-specific study groups and library workshops. In our Entering Scholars Program (ESP), we have increased the tutoring component of the program from two to four hours a week. Similarly, we've doubled the number of sessions our BSISI leaders offer from one to two sessions per week.

In math, we've ended our enhanced tutoring program due to low success rates, but we have scaled up the number of math faculty participating in other BSI-funded programs to serve students using programs that have more proven success; this semester, we have three math BSISI classes and one Graduate Student Internship (GSI) class, which puts a graduate student into a basic skills class and offers additional tutoring outside of class. Our Basic Skills Committee continues to look for ways to support basic skills math students to replace the program we discontinued. Our support for acceleration has led to a significant increase in teachers trained to teach English 99, our new accelerated, open-access basic skills composition class. 18 full-time and adjunct instructors are now trained in accelerated pedagogy. The newly trained instructors will allow our offerings of English 99 to grow significantly in spring: from 8 sections this semester to 17 in spring 2015.

In addition to scaling our programs, we have started thinking of ways to scale practices. Practical limitations make scaling some of our programs difficult. However, we're trying to think of "scaling up" in a different way. Our surveys and focus groups have shown us that faculty members participating in these programs are changed, and they often change the way they teach in their other classes even when those classes aren't part of an official program. Three areas we fund, ESP, TLC workshops on Reading Apprenticeship, and our accelerated training, seem to have a powerful effect on teachers' practices. We're working to understand how we can scale these effective practices rather than programs, perhaps through more strategic and cohesive professional learning. We will be sharing our findings regarding

scaling practices rather than programs at our presentation at the upcoming Strengthening Student Success Conference on October 8, 2014.

**[2c] How does your basic skills fund support the goals of SSSP and Student Equity plans?**

Two of our BSI-funded programs directly support the goals of SSSP: our Entering Scholars Program and our accelerated English 99 training. One key component of ESP is a counselor visit to each class, which informs students about academic counseling: what it is, why it is important, and how often students should go. Our English 99 training supports the SSSP goal of helping basic skills students reach an important momentum point in their education: taking their transfer-level English class. Training more teachers to effectively teach this course allows us to offer more sections and in turn be able to give more students access, which can help them reach that momentum point sooner and be better prepared. As this is our first semester offering English 99, we haven't collected local data on success of students in this course, but a recent RP Group report of acceleration in California Community Colleges showed that high-acceleration models like ours showed students' odds of completing their transfer level English course were 2.3 times higher.

Both ESP and our accelerated English 99 training also support our Student Equity plans. Our recent program snapshot shows that Hispanic and African American students are retained and succeed at a higher rate in our ESP programs than their counterparts in non-intervention basic skills classes. For our accelerated English 99 training, the RP Group report states, "Students of all ethnic backgrounds benefited from effective acceleration pathways. For example, after adjusting for control variables, Hispanic students' estimated completion of the English gatekeeper course was 33%, versus 26% for Hispanic students in the comparison group." We expect that our acceleration efforts will show similar gains for students on our campus.

In addition to ESP and the accelerated English 99 training, several other programs supported by BSI on our campus support our Student Equity plan. Incite has shown significant improvements in African American and Hispanic students' retention and success in courses; for example, in the Fall 2012 semester, African American students who complete nine or more lab or study hall hours in Incite had a 51% success rate in their courses compared to a 10% success rate for African American students who completed zero lab or study hall hours. Our Teaching and Learning Certificate program also targets professional learning for faculty and staff to work more effectively with a diverse student population. This semester, for instance, we're offering a workshop entitled "How to Overcome the Institutional Alienation of At-risk African American and Hispanic Students" for the second time. This is a continued effort to bring the college into a conversation about the ways that the institution may need to change to offer an equitable education to all of our students.



### [3] Basic Skills Initiative Data Analysis

Fullerton College continually monitors the success of its Basic Skills programs by analyzing retention, success, & persistence data for program-based courses compared to similar courses without program interventions. Using the Basic Skills cohort tracker, we additionally examine success in English, Reading, Math & ESL overall. However, some of our data remains incorrectly coded in the tracker, missing for particular courses or miscoded by level. The FC Basic Skills Office has been in contact with district IT and the Chancellor's Office in an attempt to resolve existing discrepancies.

#### Basic Skills English:

- Students who started their Basic Skills English sequence one level below transfer in Fall 2011 showed higher passing rates (4%) in transfer-level English compared to those in the Fall 2009 cohort. This follows a positive trend first highlighted with the Fall 2008 cohort, with 49% passing transfer-level English by Spring 2010.
- Although a similar, positive trend exists for our English cohort starting three levels below transfer, our English data for the cohort starting two levels below transfer was missing in the tracker, emphasizing that other inconsistencies in the data may be present.
- Although challenges remain in determining the impact on student success from any particular intervention, our programs include a fair number of Basic Skills Humanities courses, potentially reflecting the increased success metrics.

English Enrollment and Success Starting <b>One</b> Level Below Transfer				
	Enroll One Level Below	Pass One Level Below	Enroll Transfer-Level English	Pass Transfer-Level English
<b>Fall 11 - Spring 13</b>	N = 623	80%	69%	56%
<b>Fall 09 – Spring 11</b>	N = 816	75%	65%	52%

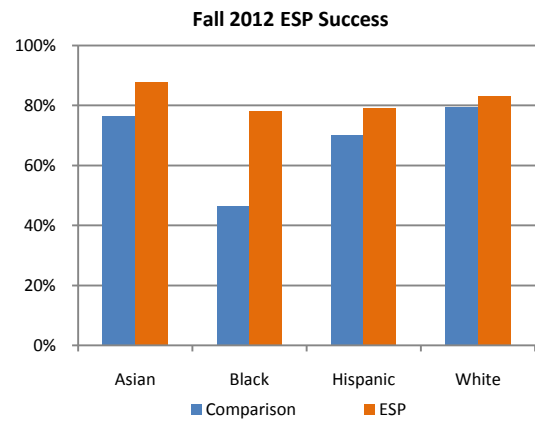
#### Basic Skills Math:

- Our math data indicated a small, positive difference (1%) between Fall 2009 and Fall 2011 cohorts who enrolled in math two levels below transfer and who passed transfer-level math. Similarly, students who started their Basic Skills sequence at this level in Fall 2010 did not show higher levels of passing transfer-level math compared to the Fall 2008 cohort.
- As indicated in our narrative, we are working to revise our Basic Skills program offerings in an effort to raise student success in math with interventions showing promise in other disciplines, such as Supplemental Instruction.

Math Enrollment and Success Starting <b>Two</b> Levels Below Transfer				
	Enroll Two Levels Below	Pass Two Levels Below	Enroll Transfer-Level Math	Pass Transfer-Level Math
<b>Fall 11 - Spring 13</b>	N = 327	68%	24%	16%
<b>Fall 09 – Spring 11</b>	N = 582	69%	23%	15%

**Basic Skills Program-Specific Data:**

Fullerton College also looks regularly at program-level measures, such as retention and success for students in our programs, compared to students in similar courses without any interventions. For students in our Entering Scholars Program (ESP), which targets first-year students by embedding tutoring, success strategies, and information about campus resources including counseling in Basic Skills Humanities classes, a larger proportion of students remained in their courses and succeeded compared to the non-program group. Additionally, initial data from Fall 2012 indicated a narrowing of the achievement gap for black and Hispanic ESP students.



Entering Scholars Program (ESP): Overall Student Success Compared to Similar Sections without Any Interventions						
Group	Fall 2012			Fall 2013		
	N	% Retention	% Success	N	% Retention	% Success
Entering Scholars Program	536	92%	81%	455	85.7%	69.0%
Comparison Group	1601	88%	71%	2295	85.0%	67.9%

From Fall 2012 to Fall 2013, our BSI Supplemental Instruction (BSI SI) program group had consistently higher retention and success rates compared to similar classes without interventions. Initial data also demonstrated higher success rates for students attending increasing numbers of BSI SI sessions.

Basic Skills Initiative Supplemental Instruction Program (BSI SI): Overall Student Success Compared to Similar Sections without SI Interventions							
Group	Fall 2012				Fall 2013		
	N	% Retention	N	% Success	N	% Retention	% Success
BSI Supplemental Instruction Program	171	90%	171	75%	568	86.1%	68.7%
Comparison Group	1963	79%	1971	60%	2750	81.6%	61.2%

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

Due October 10, 2014

College Name: Fullerton College

**REFER TO LAST YEAR'S FORM.**

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

**Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.**

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	Over the next five years, students who begin their English, Reading or ESL sequence below transfer will show a 4% higher successful completion rate at transfer level compared to the previous five years.	197,648
B	Over the next five years, students who begin their math sequence below transfer will show a 2% higher successful completion rate at transfer level compared to the previous five years.	128,265
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.	12,114
	<b>TOTAL ALLOCATION:</b>	338,027

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Instructional Officer

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Date

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Signature, Chief Student Services Officer

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Date

**[4b]2014-2015ESL/Basic Skills Action Plan**

Due October 10, 2014

College Name: Fullerton College

Insert your 2014-2015 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)	2014-2015 Funds Allocated to this Activity
<p>Continue to support the Entering Scholars Program (ESP): a first-year experience program</p> <p>ESP will be offered in approximately 20 sections per semester in basic skills English and reading classes</p>	A	May 2015	Kristine Nikkhoo, Basic Skills Director	<p>First-year students in ESP classes will have a 5% higher retention and a 10% higher success rate than first-year students in non-ESP classes.</p> <p>The Basic Skills Office will track the number of ESP students who take advantage of out-of-class tutoring.</p> <p>ESP students who take advantage of out-of-class tutoring will have a 4% higher success rate than students who do not use tutoring.</p> <p>The Basic Skills Office will track the persistence rate of ESP students from Fall to Spring and Fall to Fall.</p> <p>First-year students in ESP classes will have a 2% higher persistence rate than first-year students in non-ESP classes.</p>	83,758
<p>Tutoring and SI</p> <p>Continue to support the Basic Skills Supplemental Instruction, Graduate Student Intern and Math Enhanced Tutoring Programs</p> <p>--SI will be provided for 20 sections of Math, English, ESL and Reading each</p>	A, B	May 2015	Kristine Nikkhoo, Basic Skills Director Mark Greenhalgh, Dean of Math	<p>Students in SI-supported courses will have an 8% higher success rate than students in equivalent non SI-supported courses.</p> <p>The Basic Skills Office will track the number of students who take advantage of SI.</p>	168,380

<p>semester</p> <p>--GSI (Graduate Student Intern) will be offered in approximately 7-10 sections of Math, English and Reading each semester</p>				<p>Students who take advantage of SI will have a 4% higher success rate than students who do not use tutoring.</p> <p>Students in GSI-supported courses will have a 3% higher success rate than students in equivalent non GSI-supported courses.</p> <p>The Basic Skills Office will track the number of students who take advantage of out-of-class tutoring provided by the graduate student interns.</p> <p>Students who take advantage of out-of-class tutoring provided by the graduate student interns will have a 4% higher success rate than students who do not use tutoring.</p>	
<p>Continue to support Incite: Academic Support for Student Athletes Program</p> <p>Incite will support approximately 300 basic skills students participating in collegiate sports programs by providing study hall, a dedicated counselor, student success workshops, and tutoring in the Academic Support Center.</p>	A,B	May 2015	Olivia Veloz, Director of Academic Support Center	<p>Students athletes who participate in &gt;9 study hall hours per semester will have success and retention rates that are 6% higher than those who participate in 1-9 hours.</p> <p>Student athletes who participate in 1-9 hours of study hall will have success and retention rates that are 6% higher than those who do not participate in study hall.</p>	64,330
<p>Continue to provide research support for accelerated English 59 courses</p>	C	May 2015	Bridget Kominek, Faculty Basic Skills Coordinator	<p>Permanent accelerated English course (English 99) was approved by the Curriculum Committee in Fall 2013, and was offered in Fall 2014</p> <p>Students who participate in accelerated English courses will progress to transfer-level English at a rate 6% higher than students who start the English sequence at the same level, but do not participate in accelerated courses.</p>	12,114
<p>Provide professional learning opportunities related to basic skills for</p>	A, B	May 2015	Kristine Nikkhoo, Basic Skills Director	<p>5 FC educators will attend SSS Conference and present a workshop in the year following.</p>	7,845

Fullerton College educators. --The Basics Skills Office will support attendance for 5 educators to the Strengthening Student Success Conference and 3 educators to the National Association for Developmental Education (NADE) Conference				3 FC educators will attend the NADE conference and present a workshop in the year following.	
Implement Habits of Mind/Growth Mindset intervention in Basic Skills courses --The HoM intervention will be offered in 4 basic skills courses in English, reading, and math	A, B	May 2015	Kristine Nikkhoo, Basic Skills Director	Students who participate in this HoM intervention will have a 3% higher success rate than students who do not.	1,600
				<b>TOTAL ALLOCATION:</b>	338,027

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Instructional Officer

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Date

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Signature, Chief Student Services Officer

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Date





**[5] 2014-2015ESL/Basic Skills Allocation Expenditure Plan  
Due October 10, 2014**

**NOTES: Reminder that 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 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, 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, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**College Name:** Fullerton College

**2014-2015 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
Kristine Nikkhoo	Director, Basic Skills	knikkhoo@fullcoll.edu
Bridget Kominek	BSI Faculty Coordinator	bkominek@fullcoll.edu
Dani Wilson	Dean, Library/Learning Resources Instructional Support Programs and Services	dwilson@fullcoll.edu
Mark Greenhalgh	Dean of Mathematics	mgreenhalgh@fullcoll.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	57,875
Student Assessment	
Advisement and Counseling Services	3,406
Supplemental Instruction and Tutoring	136,176
Coordination & Research	132,772
Professional Development	10,213
<b>TOTAL:</b>	<b>340,442</b>

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

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

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Date