

**[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: Ohlone 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 | | 13,121.69 | |
| B. Student Assessment | | 10,000.00 | |
| C. Advisement and Counseling Services | | 6,296.78 | |
| D. Supplemental Instruction and Tutoring | | 7,150.10 | |
| E. Course Articulation/ Alignment of the Curriculum | | 0.00 | |
| F. Instructional Materials and Equipment | | 12,043.29 | |
| G.1 Coordination | | 36,399.98 | |
| G.2 Research | | 0.00 | |
| G.3 Professional Development | | 4,988.16 | |
| TOTAL: | 90,000 | 90,000 | 0 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, 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: Ohlone 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 | | 0.00 | 0.00 |
| B. Student Assessment | | 0.00 | 0.00 |
| C. Advisement and Counseling Services | | 0.00 | 0.00 |
| D. Supplemental Instruction and Tutoring | | 0.00 | 0.00 |
| E. Course Articulation/ Alignment of the Curriculum | | 0.00 | 0.00 |
| F. Instructional Materials and Equipment | | 1,335.46 | 1,335.90 |
| G.1 Coordination | | 2,883.02 | 0.00 |
| G.2 Research | | 0.00 | 0.00 |
| G.3 Professional Development | | 0.00 | 0.00 |
| TOTAL: | 90,000 | 4,218.48 | 1,335.90 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[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: Ohlone 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 | | 0.00 | 0.00 |
| B. Student Assessment | | 0.00 | 0.00 |
| C. Advisement and Counseling Services | | 0.00 | 0.00 |
| D. Supplemental Instruction and Tutoring | | 0.00 | 0.00 |
| E. Course Articulation/Alignment of the Curriculum | | 0.00 | 0.00 |
| F. Instructional Materials and Equipment | | 0.00 | 0.00 |
| G.1 Coordination | | 0.00 | 0.00 |
| G.2 Research | | 0.00 | 0.00 |
| G.3 Professional Development | | 0.00 | 0.00 |
| TOTAL: | 90,000 | 0.00 | 0.00 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

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

The work done over the last five years has certainly been a learning experience for the Basic Skills Coordinator and for the core Basic Skills committee members. One of the most important things that we are currently doing is setting a clear, overall long-term goal. While we did set long-term goals over the past years, they were not focused on the overall success of the Basic Skills students across disciplines. Making these goals measurable was also not part of the process. With a huge focus on learning outcomes, we now have a better understanding of how to assess the goals and how to write goals that are more measurable. Understanding SLO assessment has also helped in creating more meaningful activities for the Action Plan.

Writing a more meaningful and productive Action Plan is another thing that we have learned to do. Over the last five years we have been writing long, detailed action plan items which were not achievable within the set academic years. These action plans had too many activities and involved a lot of work. The effective practices in the poppy copy, though well thought of, were confusing and were hard to follow due to lack of guidance or examples from the state. Now that the process for writing the Action Plan has been revised, it makes more sense and takes less time to put together a more viable Action Plan. Also developing activities and setting measurable outcomes is something we did differently compared to the previous format of the Action Plan.

While we have had great success with some Learning Communities (LCs), we have had some setbacks too. We now know what works and what does not work. Learning Communities work well when the instructors are more willing to work together. Also, a support service such as a counselor or personal development course added to the schedule provides that added benefit to both the content instructors and the students. Compatible personalities and buy-in by the instructors help make a Learning Community more successful. However, when forced to pair courses through the schedule without instructors' consent, it does not work out. In addition, quite a few LC instructors had concerns about the amount of work it takes to build common activities and tasks without proper compensation. Assigning LCs to adjuncts also did not work out due to lack of compensation and the extra work required of them to make LCs successful. This has been a recurring concern and is yet to be resolved. In addition, we found out that LCs don't work for our lower level English courses such as those two levels below transfer. Courses that are one-level below transfer seem to work well when paired with a content course such as History or Psychology. The students at the lower-level courses do not have the basic reading and writing skills to succeed in a content course where the reading and writing levels are at college level. Going forward, we would like to get more buy-in from instructors, schedule LCs in a more accommodating way, resolve the compensation issue and provide more LCs with courses that are one-level below the transfer.

Another intervention strategy that we hope to improve is the Embedded Tutoring (ET) program. While we have had success in a small scale based on what instructors involved have said, we have not really done any formal assessment to measure the actual success of the students based on the intervention. Finding good tutors and training them for embedded tutoring has been a challenge. Another program that we have almost given up on is the Supplemental Instruction (SI) program. We have found that supplemental instruction works better for major content courses and not Basic Skills courses. Forming a somewhat ET and SI hybrid type of program works better for students dealing with skill-building types of work in Basic Skills courses. Also, having the counselors visit and be more visible to students has also worked well; however, taking this intervention to the next level requires more data gathering in terms of actual success of the students. Having a better understanding of the data gathering process is greatly required and we hope to improve that going forward.

Overall, we have had a lot of activities and projects that have been successfully implemented. We hope to continue with some of these successful programs; however, being aware of the need to measure the success will help us to be more focused and more clear on other activities that we hope will bring about more success for the Basic Skills students. Our student success and retention data overall has consistently increased every year over the last five years, which clearly points out that some of the interventions have been effective for our Basic Skills students. Going forward, we hope to tie measurable outcomes to any current and new activity to get a more data-based correlation between an activity and student success. This will help us better allocate money and services to increase the number of Basic Skills students successfully complete the Basic Skills courses and be more successful in transfer-level courses.

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

California Community Colleges Chancellor's Office
Basic Skills Progress Tracker Report for Reading Courses Fall 2008-Spring 2011

| | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 | Fall 2008-Spring 2011 |
|-------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|-----------------------|-----------------------|-----------------------|
| | Two Levels Below Transfer | Two Levels Below Transfer | Two Levels Below Transfer | One Level Below Transfer | One Level Below Transfer | One Level Below Transfer | Transferable | Transferable | Transferable |
| | Students | Attempts | Success | Students | Attempts | Success | Students | Attempts | Success |
| Ohlone Total | 537 | 628 | 412 | 420 | 480 | 361 | 160 | 339 | 129 |
| English - Reading | 309 | 351 | 238 | 219 | 247 | 193 | | | |
| English - Writing | 228 | 277 | 174 | 201 | 233 | 168 | 160 | 339 | 129 |

| Reading Courses | Number of Students | Number Successful | % Successful |
|--------------------------------------|--------------------|-------------------|--------------|
| Two levels below transfer (ENGL 162) | 309 | 238 | 77% |
| One level below transfer (ENGL 163) | 219 | 193 | 88% |

The Cohort Tracking data confirms what we, in the English department, have suspected about our Reading course that is two-levels below transfer. Students are not as successful in our English 162 course when compared to the English 163 course, which is one-level below transfer. The English 162 course is the first course in the Reading series. Any student can take this course after taking the English placement test. This is the lowest they can place. Therefore, students coming in are at varying levels in their reading ability. When given the Nelson-Denny test as a diagnostic at the beginning of this course, we have found out that student's reading levels range from below zero to about the sixth grade level. It is a challenge for the instructors to bring these students reading levels up in just a semester. The English 163 course, which is one-level below transfer, gets a good amount of gate-keeping before students take this course. There is a higher cut-off score in the placement test and some students have to successfully complete the English 162 course before moving into English 163. This makes it easy for the instructors to teach at a particular level and prepare students adequately for college-level reading. In addition to the placement issue, we have ESL students, who do not complete their regular ESL series, take the English placement test to jump into a regular English course. In addition, we have the English Language Institute (ELI) students who are doing something similar. The department has talked about perhaps bringing back our English 161 course which was three levels below transfer to do more gate-keeping. We also need to find out why a significant number of students do not register and continue from English 162 to English 163. The department is talking about seriously looking at other strategies that may help more English 162 students successfully complete the course and register for the next level of the reading course. While a 77% success rate is not bad, there is always room for improvement.

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

Due October 10, 2012

College Name: **Ohlone College** _____

| Goal ID | Long-Term Goals |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | By 2017, all basic skills students will successfully complete six units of degree-applicable credit coursework by the end of their third semester of enrollment. |
| B | Successful implementation of this basic skills plan requires on-going coordination and continuity. The program should continue to operate under the supervision of a faculty coordinator for the entire program and course coordinators for English, mathematics, ESL, Deaf Studies, and counseling. |
| C | In order to foster a cohesive program across courses, by 2014, all Basic Skills courses at Ohlone College will be conducted with consistency across all sections based on the course outline of record. These standards will be informed by current research on effective strategies in developmental education and training for faculty in developmental education methodology, including skills required to deal effectively with ESL students, deaf students, and students with learning disabilities. |
| D | Basic Skills is not technically a program unto itself, but a means to promoting student success in students' lives, in their work, and in their educational pursuits. While a core group may lead the work on basic skills, this is a college-wide effort, and the core group will continue to work on engendering college-wide awareness of and support for the program. The program will focus on the emotional, social, and financial needs of the student in addition to fostering/promoting the academic success of the student. |
| E | The work done under the auspices of the basic skills plan will be informed by data, facilitated by research, and continuously improved through on-going assessment of activities. |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

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

Due October 10, 2012

College Name: Ohlone College

| Activity | Goal ID | Target Date for Completion | Responsible Person(s)/ Department(s) | Measurable Outcome(s) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Rationale: Students who access student services and formulate an education plan are more likely to persist into degree-applicable coursework and complete a certificate or degree or transfer.</i></p> <p>Information on and access to academic counseling, personal counseling and financial aid will be integrated into Basic Skills courses. Students will be encouraged to meet with a counselor to develop education plans.</p> | A/D/E | Spring 2013 | English and Math Instructors Counselors | <p>The percentage of Basic Skills students participating in student success programs will be 25% higher after information presentations, as evidenced by a pre- and post-presentation surveys.</p> <p>The percentage of Basic Skills students having an education plan will increase by 10% as of Fall 2013 as compared to Fall 2012.</p> |
| <p><i>Rationale: An analysis of cohort data shows that successful completion of English 162 is low, especially compared with English 163. Instructors believe that a change to the lab component of the course can have a positive effect on successful student completion of this course. Instructors feel similarly about 151B. However, cohort data has not yet been analyzed.</i></p> <p>Pilot alternative lab approaches for English 162 (Developmental Reading) and English 151B (Fundamentals of Composition).</p> | A/C/E | Fall 2013 | Researcher English department course instructors | <p>Students who participate in the alternative English 162 and 151B lab pilots will experience</p> <ul style="list-style-type: none"> • 5% higher successful completion than students who are in the current lab • Overall higher satisfaction with the alternative lab than with the current lab • 10% higher persistence from 162 into 163 than students in the current lab |
| <p><i>Rationale: The current ESL sequence consists of four levels. After the fourth level, students enter into a two-level developmental English sequence before entering Freshman Composition. Anecdotal analysis suggests that students could successfully transition from the third level of ESL into the first level of developmental English and from the fourth level of ESL into the second level of developmental English.</i></p> <p>Use 2012-2013 to gather assessment and success data to see how the pathways of ESL 183>English 151A and ESL184>English 151B work for students who currently employ those pathways.</p> | A/E | Fall 2013 | English/ESL departments English/ESL instructors | <p>Students who move directly to English 151A from ESL 183 successfully complete English 151A at the same rate or better than English 151A students as a whole.</p> <p>Students who move directly to English 151B from ESL 184 successfully complete English 151B at the same rate or better than English 151B students as a whole.</p> |

| Activity | Goal ID | Target Date for Completion | Responsible Person(s)/ Department(s) | Measurable Outcome(s) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement a departmental writing assignment across ESL 183/184 and English 151A/151B for use in analysis of preparedness for movement between sequences. | | | | |
| <p><i>Rationale: While ESL students are generally well prepared for developmental English classes in terms of concepts, there is a perception among English instructors that ESL students continue to need to refine aspects of written grammar.</i></p> <p>Create an online program for ESL students to improve grammar and prepare them for Basic Skills courses.</p> | A/C/E | Spring 2014 | English/ESL Instructors | Students who participate in the online grammar program demonstrate an improvement in post-program scores in reading and writing over pre-program scores. |
| <p><i>Rationale: Assistance specifically for basic skills mathematics in the Math Learning Center is limited. Anecdotal evidence suggests that increasing the amount of basic skills assistance will improve student success in basic skills mathematics courses.</i></p> <p>Expand the number of faculty hours in the Math Learning Center staffed by instructors of basic skills mathematics.</p> <p>Extend Math Learning hours for Basic Skills Math classes (instructors will hold office hours in the MLC)</p> | A/C/E | Spring 2014 | Math Learning Center Basic Skills Math Instructors | <p>The increase in the number of basic skills students served in the MLC is proportional to the increase in the number of lab hours staffed by basic skills mathematics instructors.</p> <p>A 5% increase in the percentage of MLC hours staffed by basic skills mathematics instructors results in a 5% increase in the success rate of basic skills mathematics overall.</p> |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

**[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: Ohlone 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 |
|----------------|----------------------------------|------------------|
| Mark Wade Lieu | Dean, Language & Communication | mlieu@ohlone.edu |
| Rakesh Swamy | BS Coordinator (Faculty/English) | swamy@ohlone.edu |
| | | |
| | | |

| Category | Planned Expenditure by Category |
|----------------------------------------------------|---------------------------------|
| A. Program and Curriculum Planning and Development | 15,000.00 |
| B. Student Assessment | 8,500.00 |
| C. Advisement and Counseling Services | 6,500.00 |
| D. Supplemental Instruction and Tutoring | 10,000.00 |
| E. Articulation | 1,500.00 |
| F. Instructional Materials and Equipment | 10,000.00 |
| G.1 Coordination | 25,500.00 |
| G.2 Research | 5,000.00 |
| G.3 Professional Development | 8,000.00 |
| TOTAL | 90,000.00 |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date