



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

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, 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		0	
B. Student Assessment		0	
C. Advisement and Counseling Services		16,324.21	
D. Supplemental Instruction and Tutoring		18,888.67	
E. Course Articulation/Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		20,000.00	
G.1 Coordination		27,975.00	
G.2 Research		0	
G.3 Professional Development		6,812.12	
TOTAL:	90,000	90,000	0

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



Signature, Chief Executive Officer

SEP 24 2014

Date



Signature, Academic Senate President

9/24/14

Date



Signature, Chief Business Officer

09-15-14

Date



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

College Name: Ohlone 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		0	5,000.00
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	15,000.00
D. Supplemental Instruction and Tutoring		0	15,000.00
E. Course Articulation/ Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		7,139.42	2,860.58
G.1 Coordination		3,922.08	31,077.92
G.2 Research		0	0
G.3 Professional Development		10,000.00	0
TOTAL:	90,000	21,061.5	68,938.5

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

Jeri Browning

Signature, Chief Executive Officer

SEP 24 2014

Date

[Signature]

Signature, Academic Senate President

9/24/14

Date

[Signature]

Signature, Chief Business Officer

09-15-14

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: Ohlone 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		0	5,000.00
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	15,000.00
D. Supplemental Instruction and Tutoring		0	20,000.00
E. Course Articulation/ Alignment of the Curriculum		0	0
F. Instructional Materials and Equipment		0	0
G.1 Coordination		0	35,000.00
G.2 Research		0	0
G.3 Professional Development		3,886.08	11,113.92
TOTAL:	90,000	3,886.08	86,113.92

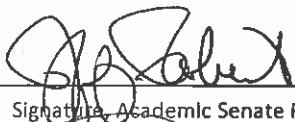
***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

SEP 24 2014



Signature, Chief Executive Officer

Date



Signature, Academic Senate President

9/24/14

Date



Signature, Chief Business Officer

09-15-14

Date

Ohlone College

[2]. Narrative Response

Overall, few of the activities being conducted using the basic skills allocation have not been institutionalized on some level. The primary expenditures of our basic skills allocation have been towards counseling, coordination, professional development, and tutoring. All four of these activities are very much a part of what the institution does as a whole. The basic skills allocation simply allows us to do more of them. The College already spends over \$60,000/year on tutoring. The basic skills allocation allows us to augment that budget to fund additional tutoring in basic skills and embedded basic skills tutoring (supplemental instruction). The basic skills allocation allows us to fund a part-time counselor whose primary function is to visit basic skills classes and inform students about services available to them. The College has a limited budget for professional development overall. The basic skills allocation ensures that instructors working in basic skills can access professional development opportunities in basic skills, such as the annual Student Success Conference.

Scaling up successful projects and programs has not really been an option in the last five years. Our basic skills allocation has allowed us to partially support our successful Puente program, but the lack of other funds to expand the program has precluded expansion of the model. The basic skills allocation has supported the College's participation in the California Acceleration Project in the last year. Data to show the effect of our accelerated curriculum is not yet available, so expansion of the offering of the accelerated curriculum is still a year in the future. The basic skills allocation also helped support a curriculum redesign project focused on integrating mobile computing technologies into basic skills classes. The success and excitement of what has happened in those three classes has resulted in two courses outside of basic skills also working with mobile computing technologies in the classroom. Further expansion, however, is constrained by the amount of College resources available to purchase mobile computing devices for classroom use. Of all the projects, tutoring has expanded the most. Basic skills funding has provided the resources both to provide additional tutoring for basic skills students and to support the professional development needed to strengthen the tutoring program overall.

Ohlone College has chosen to go beyond using the definition of disproportionate impact to determine groups to target in its student equity plan. Rather, Ohlone is choosing to use the institution-set standards developed as a part of accreditation requirements to widen its focus on student equity. Currently, the one program supported by the basic skills allocation that is targeted towards an ethnic group is the Puente program. Under disproportionate impact, Hispanics would not be a demographic to address in our plan. However, the success rates for Hispanics fall below our institution-set standards, and the College is including Hispanics as a group to target in its plan. Given the success we have had with the Puente program in the past year, the College will be working to expand Puente and also consider how to use a similar program to address the basic skills success of African American students, another focus of our student equity plan.

As far as the goals of the Student Success and Support Program plan is concerned, the basic skills allocation has been used to support two of its goals. First, tutoring is an important component of the plan especially as it concerns actions in response to an early alert. As mentioned earlier, tutoring is one of the major focuses of Ohlone's use of the basic skills allocation. The College will be using other resources to support better tracking and communication with regards to tutoring, tutors, and instructors. Second, there has been broad campus discussion about how to best prepare students for college life, components of which are orientation and the development of student education plans. In 2013-2014, one project of the basic skills allocation was the use of a student success skills booklet in basic skills classes. The idea came from a presentation at the Student Success Conference. Five classes used the student success skills booklet in Spring 2014. Unfortunately, the premise of the presenter, that use of the lessons in the book would only require ten minutes once a week, was not borne out. Most lessons required thirty minutes at a minimum, and this severely impacted the ability of the instructor to cover the curriculum for the course. As of Fall 2014, only one instructor continues to use the booklets, and she has done so by integrating the booklet into the content of the course, something which few courses can actually do.

Ohlone College

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

MATH: Ohlone College's Math basic skills program is more successful in 2011-2013 than it was in 2009-2011. The success rate of 61% in Algebra I (Math 151) has remained consistent from 2009-2013. This is above the state average success rate of about 50%. There is a 7% increase of success rate in Algebra II (Math 152) in 2011-2013 (62%) than it was in 2009-2011 (55%). Also, there is a 9% increase of success in Statistics (Math 159) in 2011-2013 (74%) compare to 2009-2011 (65%).

ESL: It appears that the success and retention rates in ESL have changed very little since 2008, but remain fairly high within ESL classes. However, the rate of moving ESL students successfully through the College Basic Skills English sequence into college-level English 101A is quite low. There could be a variety of reasons for this low success rate, but the ESL department feels that student educational goals may be one of the biggest factors. Numerous ESL class surveys done over the years have indicated that it is a rather small percentage of our ESL students who state their educational goal as attaining a college degree or transferring. Most of them will say their goal is to "improve my English." We also feel that there is quite an adjustment in moving out of ESL into regular English classes. The basic skills English series is not designed to address the types of ESL language errors our students make. Additionally, ESL students at this level still need help navigating American culture and academic culture, which is often best done by ESL instructors who are trained experts in these areas. We feel that our ESL students would be best served by designing an ESL track that would end with placement into English 101A. The department is currently taking steps to redesign and add ESL courses to create such a track. We believe this will provide our ESL students with an appropriate way to best meet their cultural and language needs and reduce the number of failures and withdrawals that we often see when they enter the Basic Skills English sequence, thereby creating a type of accelerated program to move them more quickly and successfully into English 101A.

WRITING/READING OVERVIEW: Comparing the data from the two academic periods, Fall 2009 through Spring 2011 (2009-11) and Fall 2011 through Spring 2013 (2011-13) for students starting English 151A and successfully completing English 101A does show large differences at some points; however, these seem to be isolated and there are no consistent trends.

WRITING: In 2009-11 there was a big difference between female and male success rates moving from starting 151A to completing 101A: 57% for females and 37% for males. However, in 2011-13 the rates were quite similar: 51% for females and 47% for males. With regard to data by age group the two categories that had enough numbers to be statistically meaningful were the ages 18/19 and 20/24. For the age group 18 and 19 there was a slight increase in success rates from 47% to 52%. For the age group 20 to 24 there was a decrease from 57% to 47%. The two largest and most statistically meaningful racial groups were Asian and Hispanic. Asian success rates remained steady at 55% and 56%; Hispanic rates increased from 32% to 45%.

READING: As with English Writing there was a substantial difference in 2009-11 success rates for females and males: 40% for female students and 27% for male students: however, in 2011-13 the rates evened at 36% for females and 32% for males. As with the writing data the two major age groups were 18/19 and 20/24. No major differences were noted. Success rates moved from 36% to 39% for ages 18 and 19 while success rates decreased slightly from 36% to 29% for ages 25 to 29. With regard to racial groups the number of African-American students jumped from 16 to 38; however, the success rates were the lowest for this group, remaining at a 13% success rate in both 2009-11 and 2011-13. Success rates for other groups did not change dramatically, but they did move up. White Non-Hispanic success rates moved from 22% in 2009-11 to 32%; Hispanic rates moved from 23% to 29%; Asian rates also increased slightly from 42% to 46%.

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

Due October 10, 2014

College Name: Ohlone College

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
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.	45,000.00
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.	35,000.00
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.	2,500.00
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.	2,500.00
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.	5,000.00
TOTAL ALLOCATION:		90,000.00


Signature, Chief Executive Officer

SEP 24 2014
Date


Signature, Academic Senate President

9/24/14
Date


Signature, Chief Instructional Officer

09-24-14
Date


Signature, Chief Student Services Officer

9/24/14
Date

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

Due October 10, 2014

College Name: Ohlone 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>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. This is the fourth (?) year of having counselors work with basic skills courses. The activity is also part of the College's SSSP.</p>	A/D/E	Spring 2015	English and Math Instructors Counselors	<p>OUTCOMES FROM 2013-2014</p> <p>The goal was to have the percentage of Basic Skills students participating in student success programs be 25% higher after information presentations, as evidenced by a pre- and post-presentation surveys. For Fall 2013, the participation rate increased by 32%; for Spring 2014, the participation rate increased by 35%.</p> <p>Another goal was to have the percentage of Basic Skills students having an education plan double after the class visit (within the semester). For Fall 2013, the number of SEPs increased from 15% to 35%; for Spring 2014, the number of SEPs increased by 23% to 44%.</p>	10,000.00
<p>Increase the percentage of students successfully completing developmental English courses and sequence through curricular revision.</p> <ol style="list-style-type: none"> Provide second year support for participation in the Course Acceleration Project (CAP), including evaluation of success of students in the ENGL 151RW pilot Provide second year support for the Puente Learning Community Provide professional development 	A	Spring 2015	Researcher English department course Instructors	<p>OUTCOMES FROM 2013-2014</p> <p>English 162 with revised lab component was first offered in Spring 2013. English 151B with revised lab component was first offered in Fall 2013. Using data from the Basic Skills Cohort Tracker, there was a significant improvement in the percentage of students who started in basic skills reading and composition two levels below transfer who ultimately succeeded in a transfer-level math class between 2006-2011 and 2008-2013. There was a success rate in reading of</p>	15,000.00

<p>opportunities for Basic Skills faculty in this area</p>	<p>63.1% (2008 cohort) versus 34.2% (2006 cohort); and 64.0% (2008) versus 42.8% (2006) in composition.</p> <p>Puente was reinvigorated for 2013-2014. Of the original cohort of 31 in Fall 2013, 28 continued into Freshman composition in Spring 2014. Of 29 students (a re-enrollment from a previous cohort), 22 passed Freshman composition.</p> <p>Course outline for combined English 151B and 163 (151RW) was developed under the auspices of the California Acceleration Project and approved by the college curriculum committee in Spring 2013; three sections were offered in Spring 2013; again in Fall 2014. Data will be collected at the end of Fall 2014 semester to see how well the 151RW students did in Freshman Composition compared with students who went through the usual 151B/163 sequence.</p>	<p>English and ESL faculty IT Staff Researcher</p>	<p>Spring 2015</p>	<p>A</p>	<p>Increase interaction in the classroom and active learning anytime and anywhere through the use of mobile computing devices inside and outside of the classroom.</p> <p>a. This is the second year of the project, and the focus in year two is to gather and analyze data from year one</p> <p>b. Provide professional development support for use of mobile computing</p> <p>OUTCOMES FROM 2013-2014</p> <p>In Fall 2014 and Spring 2014, three sections of ESL and reading used a revised curriculum that integrated the use of mobile computing devices in the classroom (iPads). The faculty members underwent professional development to expand their expertise.</p> <p>The outcomes in the ESL courses were qualitative. Students using mobile devices in the class were overwhelmingly positive about the experience. The students ranked the following four activities the highest: flipped classroom activities, content creation, study aids, and using eBooks.</p> <p>In the reading course, two sections were studied that used the same materials. However, the mobile device group (using iPads), were able to annotate and take notes on an eBook version of</p> <p>5,000.00</p>
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<p>Continue to provide coordination of basic skills across the College</p> <ol style="list-style-type: none"> Reassigned time for Basic Skills Coordinator Stipends to FT faculty to coordinate Basic Skills courses with all faculty Regular Basic Skills Committee meetings to provide for coordination across subjects Professional development activities to allow for coordination across a subject area for all faculty (e.g. across all English courses) Professional development to improve the ability to use data to inform basic skills activities 	B/C/D/E	Spring 2015 and on-going	<p>Dean, Language and Communication</p> <p>Basic Skills Coordinator</p> <p>Course Coordinators</p> <p>Professional Development Coordinator</p>	<p>the class text. Both groups tested at the same level on the Nelson-Denny at the start of the semester (an average of 9.8). However, at the end of the semester, the iPad group tested at 11.7, whereas the control group tested at 10.4.</p> <p>OUTCOMES FROM 2013-2014</p> <p>While we question whether we can actually establish any clear correlation between coordination and student success, we believe that improved sequencing across our developmental sequences (in terms of SLOs and more active engagement of our PT faculty) will result in improved student success in student progression through our developmental sequences.</p> <p>Our hope was to see an increase in the percentage of students who complete the basic skills sequence and successfully complete the first degree-applicable course in English and mathematics for the cohort that begins in 2008 as compared to the rates for the cohort that began in 2006.</p> <p>In mathematics, the 2006 cohort had a success rate of 25.6% versus a success rate of 27.7% for the 2008 cohort. In English, the difference is much more significant, with a success rate in reading of 63.1% (2008 cohort) versus 34.2% (2006 cohort); and 64.0% (2008) versus 42.8% (2006) in composition.</p> <p>The allocation also supported the work of our Puente program. Of the original cohort of 31 in Fall 2013, 28 continued into Freshman composition in Spring 2014. Of 29 students (a re-enrollment from a previous cohort), 22 passed Freshman composition.</p> <p>Data to show a clear correlation between tutoring and success in specific classes has not been</p>	50,000.00
<p>Improve tutorial services for developmental English, mathematics</p>	A	Spring 2015 and	Dean, Language and Communication		10,000.00

<p>and ESL courses.</p> <p>a. Bring all tutorial services under one manager, including budgets and tutor training; this became an Institutional Improvement Outcome in 2013-2014 and is expected to be implemented in 2014-2015 by the College</p> <p>b. Implement tutor tracking software that will allow for communication with instructors of tutees and the ability to collect course-specific data that can be linked to student success outcomes</p> <p>c. Using data, more strategically to provide tutoring services</p> <p>d. Provide professional development in this area</p> <p>Tutoring is a significant component of the College's SSSP.</p>	<p>on-going</p>	<p>IT Staff Learning Centers Staff Tutor Training Instructors</p>	<p>available to the College due to limitations in our tracking mechanisms and the fact that we have had limited research capacity for the last four years.</p> <p>The College was hoping to use While the College had initially an existing program used by the Counseling Department, SARS, to achieve this goal. However, it appears that SARS will not permit the tracking the College desired. Instead, the College will be looking at Accutrack, with a hoped for implementation of Summer 2015.</p>	<p>90,000.00</p>
			<p>TOTAL ALLOCATION:</p>	<p>90,000.00</p>

<p><i>Gari Browning</i> Signature, Chief Executive Officer</p>	<p>SEP 24 2014 Date</p>	<p><i>[Signature]</i> Signature, Academic Senate President</p>	<p>9/22/14 Date</p>
<p><i>[Signature]</i> Signature, Chief Instructional Officer</p>	<p>9-24-14 Date</p>	<p><i>[Signature]</i> Signature, Chief Student Services Officer</p>	<p>9/24/14 Date</p>



**[5] 2014-2015 ESL/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.

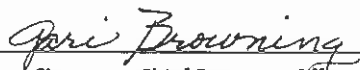
College Name: Ohlone College

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
Mark Wade Lieu	Dean, Language and Communication	mlieu@ohlone.edu
Rakesh Swamy	Basic Skills Coordinator	rswamy@ohlone.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	5,000
Student Assessment	0
Advisement and Counseling Services	15,000
Supplemental Instruction and Tutoring	20,000
Coordination & Research	35,000
Professional Development	15,000
TOTAL:	90,000


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



Signature, Chief Executive Officer

SEP 24 2014

Date



Signature, Academic Senate President

9/24/14

Date



Signature, Chief Business Officer

09-15-14

Date