Ohlone College
2015-2016 Basic Skills Allocation Report

Questions One to Three: Contact information

Question Four: Narrative Response

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

The three primary expenditures that our college uses the basic skills allocation for are (1) professional development, (2) program coordination, and (3) tutoring/supplemental instruction. Under the auspices of the basic skills allocation, we have expanded professional opportunities under the basic skills umbrella. While the college has also worked to expand the amount of funding dedicated to professional development activities, the college takes advantage of the basic skills allocation to provide specific attention to professional development in the arena of basic skills. Over the ten years of funding, the English/ESL Departments have established retreats focused on basic skills writing and reading topics, open to all instructors at the college. These retreats are now a bi-annual activity. The mathematics department has also offered workshops for basic skills mathematics instruction. Basic skills funding has permitted faculty to pursue additional coursework in working with basic skills learners, such as reading apprenticeship and acceleration. Finally, basic skills funding has provided opportunities for conference attendance, such as the Strengthening Student Success Conference and CalADE. The amount of activity funded through Basic Skills has inspired the college to expand its support for professional development, especially outside of the arena of basic skills, first through increased funding for conferences (from $50,000 to $67,000 annually) and, beginning with this year, the establishment of a resurrected Teaching/Learning Center to support faculty development. In short, while the college has not institutionalized the funding for the professional development activities currently funded under basic skills, the college has committed to expand what it provides in terms of professional development, partly because of all the professional development that has been occurring under the auspices of the basic skills allocation.

Tutoring has always been a central activity of the college. Leveraging the funds available through SSSP, Student Equity, and the Basic Skills Allocation, the college is working to collect better data about the effectiveness of our tutoring services and to expand tutoring services in strategic ways.

What are the obstacles to doing so?

The fact that the basic skills funding is constrained by its focus means that the college is incentivized to fund all professional development for basic skills through the basic skills allocation first in order to maximize the funding available for professional development for non-basic skills areas which do not get special funding. Until the basic skills funds are gone, there is no incentive to bring basic skills professional development into the general fund. The same is true with expanding tutorial services for basic skills areas.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

The college can be accused of being overly cautious with basic skills funds. It has continued to view the funds as uncertain year-to-year funding, so it has hesitated to commit to large scale activities. We are changing that approach with the coming year. Basic Skills funding has permitted us to expand our tutoring services for basic skills students, including the use of embedded tutors and supplemental instruction for

specific course sections. In Spring 2015, the mathematics department made a proposal to the Basic Skills Committee to support all basic skills mathematics courses with embedded tutors/supplemental instruction for the 2015-2016 year. However, fully funding tutors for this project would have cost over $100,000, an amount that would have used up almost all of a single year's basic skills allocation. However, the Committee appreciated the broader vision of this approach and approved embedded tutors/supplemental instruction for all sections of Math 151 (beginning algebra), a course identified in the course of program review as a major roadblock for students, for Spring 2016. To support the recruitment efforts in Fall 2015 and the tutors in Spring 2016, the Committee approved a budget of $48,600 for this project, one third of our total basic skills allocation. Thanks to additional funds in our Basic Skills Allocation and from Student Equity, the Committee will be discussing expanding the project to encompass the lowest level of developmental English, English 151A, this academic year.

How were you able to successfully accomplish the process of expanding or "scaling up" these successful projects and programs? (Please provide descriptions for each project/program).

The biggest obstacle to scaling up has been a matter of vision. Fear that we would lose the funding any given year meant that no one thought beyond projects that affected one or two course sections. The Committee realized that the college was not going to be able to impact the success rate of students in basic skills and beyond in any significant way by working in such a piecemeal fashion. This coincided with the math department's proposal, and we look forward to having more data to work with and working on an intervention that is more systemic.

How are you integrating your basic skills efforts with your college's SSSP plans?

The limitations on the use of SSSP funds means that SSSP plans have to focus on counseling interventions and not activities such as tutoring. Counseling support for basic skills students has been an integral part of our basic skills plan from the start. That counseling support will now be expanded under the auspices of our SSSP plan. Counselors and advisors will be able to conduct multiple visits to all basic skills classes rather than the one visit most classes received previously. This will be coupled with the development of a more robust early alert system, which can direct students to support services as well as activities such as tutoring.

How are you integrating your basic skills efforts with your college's Student Equity plans?

The College is also working to integrate its work on basic skills and SSSP with its Student Equity Plan and the work it is doing as a part of its adult education consortium under AB86. As mentioned above, the Student Equity Plan allows the college to expand the embedded tutoring/supplemental instruction to all English 151A classes, the English class that has the lowest success rate of any in the English sequence.

Area	SUM OF COMPARISON FISCAL YEARS				PERCENTAGES		z	p	Significance Interpretation
	FY 11/12 + FY 12/13		FY 13/14 + FY 14/15		111213	131415			
	Attempt	Success	Attempt	Success					
English writing	2,546	1,686	2,608	1,759	.6622	.6745	0.93	.1752	
English reading	2,049	1,395	1,954	1,365	.6808	.6986	1.21	.1125	
Mathematics	2,802	1,750	3,031	1,891	.6246	.6239	0.05	.4790	
ESL-Integrated	505	373	400	321	.7386	.8025	2.29	.0111	Significant Increase

English Writing

While the general trend line is positive, it is not significant. Analysis done for development of the Student Equity Plan shows that African American students are disproportionately less successful than other student groups in this subject area. A combined Writing/Reading course one level below transfer was introduced in Fall 2014 with a significantly higher success rate than existing writing and reading courses. However, the limited number of sections has a limited effect on the overall success rate. Additional sections of the combined course are being introduced in 2015-2016, and discussions are underway about a combined course for two levels below transfer.

English Reading

While the general trend line is positive, it is not significant. Analysis done for development of the Student Equity Plan shows that African American students are disproportionately less successful than other student groups in this subject area. A combined Writing/Reading course one level below transfer was introduced in Fall 2014 with a higher success rate than existing writing and reading courses. However, the limited number of sections has a limited effect on the overall success rate. Additional sections of the combined course are being introduced in 2015-2016, and discussions are underway about a combined course for two levels below transfer.

Mathematics

Analysis done for development of the Student Equity Plan shows that African American students are disproportionately less successful than other student groups in this subject area. The general trend line shows declining success over the last four years. Success is approximately 6% lower in the mathematics course two levels below transfer compared to one level below transfer. Success is significantly lower in the spring term compared to fall. This data has prompted the embedded tutoring project scheduled to begin Spring 2016.

ESL – Integrated

There has been a significant drop in ESL enrollment over the last four years. Given that 86% of our ESL students are Asian, the determination of disproportionate impact among any ethnicity was futile. The data suggests that the rate of success has significantly improved. The department continues to provide professional development across skills areas (listening/speaking and reading/writing), but it is not possible to determine if this is the reason for the increase in success.

Question Six: Noncredit – left blank

Question Seven to Eight: Long-Term Goals

Goal ID	Long-Term Goal	2015-2016 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.	95,255.00
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, 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.	5,000.00
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.	5,000.00
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:	145,255.00

Question Nine: Expenditure Plan for 2015-2016

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	65,255
Coordination & Research	35,000
Professional Development	25,000
TOTAL:	145,255

Question Ten: Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2015-2016 Funds Allocated to this Activity
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 fifth year of having counselors work with basic skills courses. The costs of this activity have been assumed under the College's SSSP plan. Coordinate with the Inreach Coordinator.	A/D/E	Spring 2016	English and Math Instructors Student Success In-Reach Coordinator	OUTCOMES FROM 2014-2015 Visited all sections of ENGL 151A and MATH 190A/190 (with the exception of the ASL section of MATH 190). Visited all sections of ESL 183RW and other ESL courses for a total of 11. The percentage of students with an SEP went from 15% (had an SEP before the class visit) to 35% (had an SEP by the end of the semester). There was a 31.5% increase of usage of student services between the first and second classroom visit. Students averaged 3.01 services used before the visit and 3.96 services used at the time of the second visit (roughly one month later). n=200	15,000.00
Increase the percentage of students successfully completing developmental English courses and sequence through curricular revision. a. Provide third year support for participation in the Course Acceleration Project (CAP), including expanding offerings b. Provide third year support for the Puente Learning Community c. Provide professional development opportunities for Basic Skills faculty in this area d. Improve articulation between area adult school programs and the College, including the exploration of the role non-credit might play in this effort. The costs of this activity are funded through	A	Spring 2016	Researcher English department course instructors ESL department course instructors	OUTCOMES FROM 2014-2015 CAP: An analysis of the success data for Spring 2014-Fall 2014 shows a success rate in ENGL 151RW (the CAP course) of 78.3% vs. 66.7% in ENGL 151B (existing writing course). More significantly, the success rate in Freshman Composition was 49% for students who successfully passed ENGL 151RW vs. 27% for those who took ENGL 151B. Puente: Of the 30 students who started in Fall 2014, 27 continued to Spring 2015. Three new students joined the cohort in Spring 2015. Of the 30 students, 21 passed ENGL 101A and have continued to take classes in Fall 2015. Based on the total cohort of 33 students, the program successfully brought 63.6% of the program participants out of Freshman composition within	20,000.00

the AB86 allocation.				one year. It should be noted that Puente students took ENGL 151RW in 2014-2015 instead of ENGL 151B/163 as in previous years. The ESL department conducted a summer "bridge" class for adult school students at Fremont Adult School under the auspices of AB86. Of the 25 students enrolled, 22 successfully completed, and 18 students have indicated a desire to continue into classes at Ohlone. In addition, numerous adult school faculty took advantage of the chance to observe the class to see how the instructor uses technology. The class also fostered a closer relationship between the College and the adult school.	
Provide contextualized ESL instruction to support students in CTE programs a. Development of workshops targeted to specific language needs of ESL students enrolled in the Early Childhood Studies program		Spring 2016	Dean, Language and Communication Basic Skills Coordinator ESL Faculty ECS Faculty	ESL faculty have surveyed ECS faculty about the particular needs of ESL students in the program. The desired outcome is that ESL students will improve their skills in language-related tasks such as observation writing, reading aloud to children with a focus on pronunciation, and doing ECS research. This should be reflected in students' overall performance in their courses in terms of success rate and grades.	2,600.00
Continue to provide coordination of basic skills across the College a. Reassigned time for Basic Skills Coordinator b. Stipends to FT faculty to coordinate Basic Skills courses with all faculty c. Regular Basic Skills Committee meetings to provide for coordination across subjects d. Professional development activities to allow for coordination across a subject area for all faculty (e.g. across all English courses) e. Professional development to	B/C/D/E	Spring 2016 and on-going	Dean, Language and Communication Basic Skills Coordinator Course Coordinators Professional Development Coordinator	OUTCOMES FROM 2014-2015 There were four basic skills workshops conducted during the 2014-2015 academic year conducted under the auspices of the basic skills allocation, two in English and two in mathematics. In addition, there were several departmental workshops for ESL, one set focused on listening/speaking and one set focused on writing/reading. There was a total of 266 person hours of professional development supported and 47 participants.	50,000.00

improve the ability to use data to inform basic skills activities					
Improve tutorial services for developmental English, mathematics and ESL courses. a. Use embedded tutoring for all Algebra I courses in Spring 2016. 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 c. Using data, more strategically to provide tutoring services d. Provide professional development in this area	A	Spring 2016 and on-going	Dean, Language and Communication IT Staff Learning Centers Staff Director of Tutoring Math faculty	OUTCOMES FROM 2014-2015 A Director of Tutoring was hired in May 2015 (not with Basic Skills funds). The College also embarked on the implementation of a tutor tracking system to facilitate the collection of data. The College is working with Accudemia, but it continues to look at other technology solutions since there is a strong need to integrate tutoring with early alert and communication between tutors and instructors. With the agreement to have embedded tutors for all sections of Algebra I in Spring 2016, the College will collect data on the expected improvement in success rates for Algebra I. Additional funding through an increase in the College's Basic Skills Allocation coupled with funds for Student Equity will also permit the use of embedded tutors in all sections of developmental English two levels below transfer in Spring 2016.	57,655.00
				TOTAL ALLOCATION:	145,255.00

Expenditure Reporting for 2012-2015 (actually entered on an Excel Spreadsheet)

Name of College		
FY 12/13 Allocation	$90,000	-
FY 13/14 Allocation	$90,000	-
FY 14/15 Allocation	$145,255	-
For FY 12/13 Allocation Expenditures July 01, 2012 to June 30, 2015 for FY 11/12 ESL/BSI Allocation		
Category A	$5,000	
Category B	$0	
Category C	$15,000	
Category D	$15,000	
Category E	$0	
Category F	$10,000	
Category G1	$35,000	
Category G2	$0	
Category G3	$10,000	
	$90,000	<== Expenditures (Calculated Automatically)
	0.0%	<== Percent Not Yet Expended (Calculated Automatically)
For FY 13/14 Allocation Expenditures July 01, 2013 to June 30, 2015		
Category A	$5,000	
Category B	$0	
Category C	$235	
Category D	$58,379	
Category E	$0	

Category F	$4,145	
Category G1	$1,336	
Category G2	$0	
Category G3	$20,905	
	$90,000	<== Expenditures (Calculated Automatically)
	0.0%	<== Percent Not Yet Expended (Calculated Automatically)
For FY 14/15 Allocation Expenditures July 01, 2014 to June 30, 2015		
Category A	$0	
Category B	$0	
Category C	$0	
Category D	$0	
Category E	$0	
Category F	$0	
Category G1	$0	
Category G2	$0	
Category G3	$3,241	
	$3,241	<== Expenditures (Calculated Automatically)
	97.8%	<== Percent Not Yet Expended (Calculated Automatically)