

CITY COLLEGE OF SAN FRANCISCO

BASIC SKILLS INITIATIVE

IMPLEMENTATION PLAN

MAY 2008

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INTRODUCTION

This Basic Skills Initiative (BSI) Implementation Plan was developed by the BSI Steering Task Force and the co-chairs of the four work groups made up of over 120 faculty, staff, students, and administrators during the 2007-08 academic year. Over 30 proposals for new initiatives and another 24 requests for continued or upgraded funding for ongoing initiatives were generated in the College's self-assessment and planning process. The co-chairs, in collaboration with the faculty and administrative coordinators, used these proposals to create a set of objectives, specific initiatives, and a plan for one-time and ongoing funding that was reviewed and approved by the BSI Steering Task Force. This plan is divided into five sections:

- I. Three-to-Five Year Objectives
- II. Organizational Practices
- III. Programs and Services
- IV. Professional Development
- V. Priorities Referred to the Coordinating Committee.

The three-to-five year objectives give the over-arching goals of City College San Francisco's (CCSF) Basic Skills Initiatives. In each of the other sections, specific initiatives, programs, and services are articulated as the methods for achieving these goals. The plan calls for the establishment of an ongoing infrastructure to support the future development and refinement of CCSF's basic skills initiative. The BSI Steering Task Force identified the need for this infrastructure at the start of the process and the proposals from the four work groups confirmed the need to "highly coordinate" our efforts and provide appropriate faculty leadership and staff support for accomplishing our goals. The plan proposes allocating *ongoing* funding for the BSI infrastructure and providing working budgets that can be used to insure base funding for professional development and basic skills initiatives in the future. In addition, the plan calls for the allocation of *one-time* funds for the development of initiatives and for pilot projects that may need ongoing funding if those projects are demonstrated to be effective in supporting improvements in student outcomes.

Throughout this plan there are references to student cohorts to be addressed by the various initiatives. In some cases, the cohort is defined within the project and its goals. In other cases, the project calls for a careful analysis to determine the cohort to be addressed, frequently as a pilot to assess the effectiveness of a particular strategy or methodology before expanding its use to other groups of students. It is expected that the identification of cohorts of students will include the use of the college's Equity Plan and data on differential impacts (including the College's Performance Indicators) as well as consultation with faculty and staff in programs and services with expertise regarding various cohorts of students.

The College's Student Equity Plan as well as its Strategic Plan clearly establish five primary goals "to ensure equal educational opportunity and success to all students regardless of ethnicity,

gender, age, sexual orientation, gender identity, disability or economic status” (Equity Plan, p. 4). Those goals include:

A. Access: To expand the College’s outreach and recruitment. To increase access to student development services.

B. Course Completion: To strengthen and improve academic courses, instruction, and alternative systems of delivery.

C. ESL and Basic Skills Completion: To ensure student access, progress and success through an effective and expanded approach to improving basic skills, English-as-a-Second Language, remediation, and transitional studies.

D. Degree and Certificate Completion: To strengthen and improve academic programs. To increase the quality and accessibility of student development services to positively impact student outcomes related to certificate completion, graduation and job placement.

E. Transfer: To ensure student transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies. To increase the quality and accessibility of student development services to positively impact student outcomes.

The Equity and Strategic Plans establish that “measurable standards or ‘indicators’ will be utilized in this plan and will include student access, course completion, ESL and Basic Education completion, degree and certificate completion, and transfer...” and establishes that initiatives to address equity will incorporate “campus-based research on historically underrepresented groups; identification of barriers to student access; retention and completion rates; transfer and transitional information; budget resources for implementing goals and activities; and outcome measures for program evaluation.” (Equity Plan, p.4)

City College of San Francisco developed an in-depth analysis of programs and services using various measures of success to determine the extent to which the “CCSF Pre-Collegiate Basic Skills Accountability Report – Parts I and II” found that “Students placing into pre-collegiate courses are primarily young and African American, Native American Hispanic, Asian/Pacific Islander and Filipino--- particularly in the basic skills courses.” While the original Equity Report verified that the College provided access to various populations at rates similar to or above the percentage of those populations in the City, it noted a number of areas in which the goals of the Equity Plan (i.e., Goals B-E above) were not being adequately met. The College has continued to monitor the major indicators of success using the annual “College Performance Indicators” as well as considerable research that identifies differential impacts in specific initiatives designed to improve student outcomes in basic skills courses, programs, and services. Updates of the “CCSF Pre-Collegiate Basic Skills Accountability Report” will be helpful in assessing the effectiveness of the College in achieving the goals established in the Student Equity Plan and ensuring that the activities implemented as part of the BSI process are affecting the students identified in the Equity Plan.

While an in-depth analysis of these data is beyond the scope of this introduction, it is important to note that this information is available and must be an integral part of the delineation of initiatives to be included in the Basic Skills Initiative, the cohorts to be addressed by the initiative developed under BSI, the allocation of resources for the basic skills initiatives, and, most important, the assessment of the effectiveness of those initiatives. The success of City College's Basic Skills Initiative cannot be separated from the accomplishment of the five primary goals established in the College's "Student Equity Plan." It is expected that those goals and the data that reflect the extent to which the College is making progress toward accomplishing those goals will be a core element in the development and assessment of each activity articulated in this Implementation Plan.

I. THREE-TO-FIVE YEAR OBJECTIVES

Objective 1: Organization of Developmental Education

Increase the effectiveness of basic skills programs and services by implementing a basic skills coordinating committee proposal to establish an organizational infrastructure to address the needs of developmental education across programs and services.

Objective 2: Comprehensive Programs and Services

Promote student success by increasing comprehensive programs and support services that integrate academic and student development resources to address the holistic needs of students based on the recommendations generated in the BSI self-assessment process.

Objective 3: Effective Methodologies

Improve student success by incorporating effective and culturally responsive methodologies across developmental and non-developmental programs and services as well as through staff development projects in conjunction with the effective practices articulated in the basic skills initiative literature review.

Objective 4: Professional Development

Increase student success and address the needs of under-prepared students by providing comprehensive, ongoing professional development opportunities for the college community

Objective 5: Facilitating Student Completion of Basic Skills Coursework and Support for Continued Success in College-Level Course.

Increase accessibility to developmental coursework and support services to promote increased integration of supportive pedagogies across the curriculum, and provide continued support for students who progress into college level studies.

II. ORGANIZATIONAL PRACTICES

One of the central principles articulated in the effective practices is that “the developmental education program is centralized or highly coordinated” (A.3). The effective practices also emphasize the importance of ongoing program improvement and professional development. In addition, these practices repeatedly note that “the faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs” (C.2). Therefore, a central feature of this Implementation Plan is the development of an infrastructure to assure that CCSF’s Basic Skills Initiative is ongoing, highly coordinated, and led by faculty.

A. Implementation of the Basic Skills Coordinating Committee

The effective practices in the BSI literature review include a few practices that have major impacts on most, if not all, of the other effective practices. One of those major practices is “A.3: The developmental education program is centralized or highly coordinated.” Many of the other effective practices rely on a high level of coordination to insure their effectiveness and to promote an institutional commitment to developing instructional and student support programs and services that address the student holistically. Various past initiatives have clearly established that CCSF is committed to developing a “highly coordinated” approach (versus centralized). However, while there are many collaborative efforts taking place at City College, the College has not yet developed a formal structure for coordination and collaboration. This implementation plan provided for the development of the Basic Skills Coordinating Committee. Note: The formal name Basic Skills Coordinating Committee and placement within the governance structure is to be determined in consultations between the Academic Senate and administration.

Support for Objectives: 1 through 5

Goal:

Establish a basic skills coordinating committee early in the 2008-09 academic year. The membership, procedures, and scope of responsibilities will be developed in consultations between the Academic Senate and the administration. The consultations should establish some basic responsibilities and, once established, the coordinating committee itself will need to develop its mission statement and procedures for implementing its functions with appropriate consultation and recognition of CCSF’s existing shared governance structure. The following principles for the coordinating committee are included to give a perspective on the possible role a coordinating committee might undertake. As noted above, the actual functions will need further consultation with appropriate parties.

- Provide a forum that brings together representatives of all programs and services that directly affect basic skills instruction and student support services to ensure that CCSF’s efforts are coordinated and to promote collaborative efforts among those programs and services.
- Ensure the implementation of appropriate professional development activities for faculty and staff designed to promote student success in basic skills courses, programs, and support services as well as student success across the curriculum.

- Provide leadership in the development, implementation and assessment of basic skills initiatives including the projects developed under the BSI.
- Ensure that basic skills initiatives, the cohorts to be addressed by those initiatives, the allocation of resources for the initiatives, and, most important, the assessment of the effectiveness of those initiatives support the goals of the College’s “Student Equity Plan.”
- Facilitate coordination and communication among basic skills departments and support services and non-basic skills programs and services to ensure effective promotion of student success for basic skills students across the curriculum and other support services.
- Identify, address, and advocate for the financial and human resources needed to promote the success of basic skills students.
- Provide links among basic skills programs and services, college success programs and services, and college level programs and services
- Work with the Office of Institutional Advancement to secure external funding to support basic skills initiatives.
- Work closely with deans, directors, department chairs, designated basic skills coordinators, classroom and student support faculty, the Institutional Advancement Office, and other relevant parties to assess the success of basic skills programs and services and to provide support for efforts to improve success outcomes.
- Monitor and advocate for student access to basic skills courses, programs, and services.

Reference: Analysis of Steering Task Force

B. Faculty Leadership to Implement Basic Skills Initiatives and Ongoing Professional Development

A coordinating committee can provide direction to basic skills initiatives, but the success of these initiatives will depend upon faculty leadership with the time to oversee and work on the various projects. Therefore three Full Time Equivalent Faculty (FTEF) positions are part of this Implementation Plan. One FTEF will be devoted to coordinating the basic skills initiatives (including the initiatives in this Plan) and include representation from Academic Affairs and Student Development. One FTEF will be devoted to developing and coordinating professional development activities (including the activities in this Plan) and the creation of a faculty teaching and learning center. The third FTEF will focus on the development of initiatives and professional development in career and technical education. It is anticipated that the funding for this Career and Technical Education (CTE) position will be 50% basic skills funding and 50% Perkins Act (formerly Vocational and Technical Education Act (VTEA)) funding.

Support for Objectives: 4 & 5

Reference: Support for coordination articulated in most BSI proposals

C. Integration of Instruction and Student Support Services

The effective practices in the BSI literature review consistently attest to the importance of integrating instruction and student support services. In a college as large and diverse as CCSF, this integration poses significant challenges. Many of the initiatives and program expansions articulated in this plan address strengthening the relationship between student development and academic affairs. The establishment of a coordinating committee with strong representation from diverse programs within student development and academic affairs will help promote this integration as will professional development activities that bring together classroom and student support faculty. Many strong relationships already exist that can serve as models for the integration of other programs and services.

However, there is no single initiative or even group of initiatives that will fully accomplish this goal. Therefore, the Coordinating Committee must make this goal a priority for all of its activities and continue to develop initiatives to deal with students holistically by integrating support services with instruction.

Reference: BSI-SD-5 and CTE-4 and other proposals requiring integration of instruction and student support services

Support for Objectives: 1 through 5.

D. Culturally Responsive Teaching

“Basic Skills as a Foundation for Success in California Community Colleges,” the document used as the basis for this self-assessment and planning process, articulates 26 effective practices in four major categories: Organizational and Administrative Practices; Program Components, Staff Development, and Instructional Practices. Each of these effective practices represent broad-based organizational, pedagogical, or developmental issues that affect the success of students in basic skills courses, programs, and services. Some of these practices are already a part of the vocabulary and the underlying tenets used to assess and guide the development of basic skills instruction and support services at CCSF. But there are a number of practices that have not received adequate attention or are not used as broadly as they should be across the curriculum to promote student success. One such practice, specifically referenced in “Basic Skills as a Foundation for Success in California Community Colleges,” is Culturally Responsive Teaching (CRT).

Culturally Responsive Teaching is a significantly different way of approaching student behaviors, needs, and cultural values that addresses the cultural differences between instructors and students. While CRT is frequently labeled as a single practice, it is actually a rich set of diverse and useful instructional methodologies and support services that focus on the teacher's knowledge of, and sensitivity to, the students' cultural contexts and the use of culturally mediated instruction -- translating the knowledge of students' cultural contexts into effective instructional practices. One of the tenets of CRT is that there is not one correct way to teach any particular student or group of students; rather, programs and instructors must use their experience and knowledge to be most effective in the context of particular students and particular classes. Many

of the proposals submitted as part of the BSI referenced the use of CRT as a core component. Many of the effective practices described in the BSI literature review overlap CRT practices. However, it is also important to clearly address CRT as distinguished from the more generalized effective practices to insure that our instructional and support services are not only accessible to all students but also have the appropriate positive impact on all students.

Support for Objectives: 3 through 5.

Reference: BSI-PS-5 and other proposals targeting programs and services to address students holistically

III. PROGRAMS AND SERVICES

A. Course Advisory Pilot Project

Support for Objectives: 2, 3, and 5.

The BSI effective practices call for “institutions [to] manage faculty and student expectations regarding developmental education” (A.7). In addition, research shows that when “orientation, assessment, and placement are mandatory for all new students” (B.1), students are much more likely to succeed. City College has a strong record of promoting orientation, assessment, and placement testing for new students and access to basic skills courses is tied to placement testing and/or the completion of prerequisite courses. However, outside of the basic skills courses, students are rarely made aware of the “expectations” for basic skills competencies in courses offered across the curriculum. The College has data on the relationship of student success in individual courses and students’ placement in, and/or completion of, basic skills courses. Course advisories is one methodology for providing students with information about the expectations for reading, writing, and mathematical reasoning in content-based courses.

Utilizing research and following Title 5 and CCSF prerequisite policy and procedures, establish and publicize communication (English/English as a Second Language (ENGL/ESL)) and/or MATH advisories for courses in which students will be more likely to participate and succeed if they possess specific levels of reading, writing, and/or math skills. After two semesters, examine the effects of the advisories on the following:

- Rates of Drops and Withdrawals from the courses.
- Rates of successful course completion (A, B, C, CR) and unsuccessful course completion (D, F, NCR) in the course.
- Enrollment of students in courses
- Analysis of any differential impacts.

Select 10-20 courses from departments that wish to participate, preferably courses across all major disciplines. The Assessment and Prerequisite (A & P) Coordinator (of the Matriculation Office) will work with the academic/vocational department and the basic skills departments to determine the appropriate level ENGL/ESL or MATH advisories for each course. The A&P Coordinator will facilitate completion of the necessary review and documentation for the advisories to be considered for Curriculum Committee approval. Approved advisories, as all current advisories, will be listed as part of the course description in the online and print Catalog and Class Schedule.

The College Researcher and A&P Coordinator will develop a research model that will examine the effectiveness of the advisories after at least two semesters of implementation (see Recommendation section above). Research results will be shared with participating instructional department chairs and program coordinators, instructors, school deans, counseling departments, and the Curriculum Committee chair. The results of the pilot will be used to determine whether there should be broader use of the advisories to assure student success in course work.

Reference: BSI-LAS Proposal #6

B. First Year Experience (Pilot)

The BSI effective practices emphasize that

- Developmental education programs address the holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- A high degree of structure is provided in developmental education courses.
- Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- Faculty and advisors closely monitor student performance
- Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Based on the principles above, this Implementation Plan proposes the development of a first year experience pilot project.

Support for Objectives: 2, 3, and 5.

Goal:

Develop a plan for the implementation of a pilot First Year Experience (FYE) for the specific cohort of first time college basic skills students in the fall of 2009. The identification of the student cohort(s) will include consideration of the College's research on "pre-collegiate student profiles" and the success rates for students placing into pre-collegiate courses consistent with the goals of the College's Student Equity Plan and using assessments that include criteria established in that Plan. A FYE workgroup will be formed with 6-8 faculty including representation from New Student Counseling, led by the basic skills coordinator(s). The work group will meet regularly through the '08-'09 academic year to develop a pilot project by March 2009.

Reference: BSI proposals PS-8, LAS-7, and LAS-8.

C. Expansion of ESL Early Alert (Pilot)

The ESL Department Early Alert program has improved student success since its inception consistent with the College Strategic and Student Equity Plans. In response to requests from several departments, including Radiologic Sciences/Diagnostic Medical Imaging (DMI), Computer Networking & Information Technology (CNIT), and Health Education, the ESL Department piloted this effort in fall 2007. Department chairs and instructors have responded enthusiastically by referring students who have attended advising, tutoring, and workshop sessions. This expansion would extend amount of time faculty have for this pilot program to second-language students who have been identified as having language-based barriers to success in courses in other departments, regardless of whether those students are currently enrolled in the ESL program. At the end of the pilot period, the effectiveness of this pilot would be evaluated. Continuation of this expansion would depend upon a positive analysis of the costs and benefits and the availability of additional new funding for basic skills initiatives.

Support for Objectives: 2, 3, and 5.

Goals:

Extend academic support services to non-native English-speaking students in general education (GE) and career and technical education (CTE). Institute a faculty-referral Early Alert program that will send students to the ESL Partnerships Coordinator, who will (1) arrange English-language tutoring for subject area speaking/writing/reading demands, (2) organize study and practice groups for discipline-associated English language skills and vocabulary, (3) provide information and introductions to appropriate Learning Assistance Center (LAC) services, (4) provide information about ESL department courses to improve overall academic performance and (5) provide referrals to other CCSF services, such as academic counseling, when appropriate.

Reference: BSI-SD-1

D. Math Tutoring Expansion Pilot for Retention Programs (SD-3; PS-3)

Programs at CCSF such as Math Bridge and Puente have a proven track record but are expensive and impact a relatively small number of students. The success of these programs is dependent upon the tutoring and study groups provided. Consistent with the College Strategic and Student Equity Plans, the CCSF retention centers (African American Scholastic Programs (AASP), Asian Pacific American Students Success Center (APASS), and Latino Services Network (LSN)) have already been successful in establishing English study groups and tutoring in their facilities. This proposal will allow the college to expand the retention center study groups into math.

Support for Objectives: 2, 3, and 5.

Goals:

As a pilot program designed to assess the effectiveness of expanding tutoring and study groups in math to the retention programs, hire two full-time classified (3598) School Aide III senior math tutors to support mathematics classes offered in conjunction with AASP, APASS, and LSN. These classified senior tutors allow the Math Department to substantially increase the number of students served, while at the same time keep costs within reasonable bounds. The senior tutors will also serve as a link between the mathematics department and the retention centers and promote culturally sensitive support for student development. With faculty guidance, the tutors will facilitate communication and cooperation between math instructors and counselors. This synergy will result in improved student learning and success. The Mathematics Department will use the model for training and using tutors that has been demonstrated to be effective in the Math Lab. At the end of the two-year pilot period, the effectiveness of this pilot would be evaluated using qualitative and quantitative data to determine the relationship of this tutoring to student outcomes and its impact on reducing differential impacts among student groups. Continuation of this expansion would depend upon a positive analysis of the costs and benefits and the availability of additional new funding for basic skills initiatives.

Reference: BSI-SD-3 and PS-3.

E. Transitional Studies Tutoring (Pilot)

The Adult Learning Center of Transitional Studies works with a fragile adult student population studying at beginning levels of literacy as well as in General Education Development (GED), High School Diploma Program, trade apprenticeship, and credit course preparation. A year round full-time School Aide III (3598) would provide these students with the ongoing, stable support they need.

Support for Objectives: 2, 3, and 5.

Goal:

As a pilot program designed to assess the effectiveness of extending professional tutoring to the Adult Learning Center of Transitional Studies, hire a year round, full-time School Aide III (3598) at the Adult Learning and Tutorial Center (ALTC) of Transitional Studies for a two year period to: (1) Assist with in-depth orientation and assessment of Adult Basic Education (ABE) and GED prep students (2) Work with ALTC faculty and staff to identify and retain students who are struggling (3) Link students online and through field trips with High School Diploma Program vocational and credit opportunities as students are ready to advance.

At the end of the two-year pilot period, the effectiveness of this pilot would be evaluated. Continuation of this initiative would depend upon the availability of additional new funding for basic skills initiatives and a positive analysis of the costs and benefits including using qualitative and quantitative data to determine the relationship of this tutoring to student outcomes and its impact on reducing differential impacts among student groups.

Reference: BSI-PS-9

F. English 90 Tutoring (Pilot)

Course-based tutoring has been demonstrated to produce significantly better outcomes for students in basic skills English classes. Pilot projects with grant funding in the past have demonstrated this success and for the first time in '07-'08, basic skills funding supported English 91 course-based tutoring. However, a significant number of students take the less intensive English 90 rather than the more intensive English 91 due to scheduling or other problems. While English 90 and 91 are the classes at the same level in the English sequence, English 90 students do not receive the benefit of targeted tutoring services.

Support for Objectives: 2, 3, and 5.

Goal:

As a pilot program designed to assess the effectiveness of extending professional tutoring to students in English 90, hire one .8 FTE (30 hours) 3598 tutor. Under the direction of the English Department Basic Skills coordinator, this tutor will perform services consistent with the existing tutoring provided to students in English 91.

At the end of the two-year pilot period, the effectiveness of this pilot would be evaluated. Continuation of this expansion would depend upon the availability of additional new funding for

basic skills initiatives and a positive analysis of the costs and benefits including using qualitative and quantitative data to determine the relationship of this tutoring to student outcomes and its impact on reducing differential impacts among student groups.

Reference: BSI upgrade funding request

G. Comprehensive Needs Assessment of Basic Skills Instructional and Support Services in CCSF's Career and Technical Education (CTE) Programs.

Providing students with career and technical education is one of the core missions of City College. Over the years, a number of highly successful initiatives have been developed that provide access and transitional support to basic skills students with career goals in certain professions (e.g., Bridge-to-Biotech). However, those programs target only a small portion of students in our career and technical education programs. Therefore, this plan proposes a series of initiatives designed to provide a comprehensive assessment of the needs of basic skills students in credit and non-credit CTE programs and services and a highly coordinated approach to responding to those needs through professional development, curricular and pedagogical initiatives, and specialized course work.

Support for Objectives: 2, 3, and 5.

Goal:

Under the direct supervision of the CTE Specialist, a comprehensive assessment of basic skills in CTE programs and course will be conducted. This assessment will do the following:

- Identify CTE credit and non-credit programs that have a high percentage of students either co-enrolled in basic skills/ESL classes, or those where faculty identify a high need for this kind of instruction, even if co-enrollment does not occur
- Identify high-demand jobs in future job markets with basic skills requirements in order to make the most effective use of resources by targeting the programs whose students will most likely find employment and require these basic skills
- Identify areas in which access, course completion, degree, certificate, and/or transfer completion should be prioritized to address the goals of the College's Strategic and Student Equity Plans.
- Map the basic skills requirements for various credit and non-credit CTE programs
- Document and evaluate the existing interventions that CTE programs currently employ with students with basic skills needs and assess how those interventions impact achievement (e.g., tutoring, peering mentoring, supplemental instruction, etc.).

The process for achieving this goal will include the following activities:

- Form a CTE and Basic Skills (CTE-BS) Committee in collaboration with the Basic Skills Coordinating Committee; draw credit and non-credit faculty membership from CTE departments, initiatives housed under the Office of Workforce and Economic Development, the BSI Steering Committee, and representatives from the Academic Affairs and Student Development Divisions
- Hire a CTE-BS Faculty Coordinator to organize the assessment activities
- Partner with the Research Office to perform a study on CTE programs that have a high percentage of students either co-enrolled in basic skills/ESL classes, or those where faculty identify a high need for this kind of instruction, even if co-enrollment does not occur

- Work with key CTE departments and CCSF's Economic and Workforce Development initiatives to identify career pathways with high workforce demands that require basic skills mastery
- Work with CTE departments to map the basic skills requirements for successful program completion:
 - Utilize data developed through the Research Office as a guide for determining which departments have highest basic skills needs; focus on departments currently engaged in minimal or no related activity
 - Employ the support of faculty members from the English, ESL and Math departments to support CTE faculty in identification of basic skills requirements
 - Consider performing the analysis through departmental collaborations in the case of programs that share many of the same students to complete the work and streamline resources
- Engage the Research office to analyze existing research or perform new research on how various interventions impact CTE students with basic skills needs and to identify any differential impacts related to student equity.

Reference: BSI-CTE-1

H. Contextualized Learning Initiative

Support for Objectives: 2 through 5.

Goal:

Commencing in fall, 2009, and continuing over the course of the next four academic years, selected departments will develop contextualized learning for basic skills within core curriculum and/or specialized .5-1 unit courses designed to integrate the mastery of basic skills needs for success in specific career and technical instructional programs.

Each contextualized learning initiative will reflect the following basic elements:

First Semester:

- Based on results of needs assessment, locate and recruit department chairs and instructors interested in integrating basic skills instruction into their credit and non-credit CTE coursework and testing the pilot program.
- Identify faculty and/or administrators from Community Colleges to aid in implementing best practices for contextualized basic skills/CTE teaching at CCSF.
- Plan and hold four curricula planning sessions throughout fall semester. At least two of the sessions should be guided by a CTE specialist and faculty and/or administrators with previous successful basic skills/CTE experiences (from CCSF or other schools).
- Provide training in the use of basic skills -infused teaching approaches, culturally responsive teaching, and models for implementation in classrooms/training sites across CTE departments. Create lesson plans, integration examples, class/student projects and approaches to integrating basic skills informed materials into the classrooms.

Second Semester:

- Implement pilot program integrating basic skills -informed teaching strategies and contextualized coursework in selected CTE departments.
- Survey/assess students' basic skills proficiency at entrance and exit of the class for first benchmarking results.

Where appropriate, .5- 2 unit introductory courses will be developed to provide students with specific basic skills instruction within a contextualized introduction to the field of study and the employment requirements for the field. The development of these courses will build on existing partnering between CTE departments and the Career Development and Placement Center (CDPC) including existing Learning Assistance (LERN) and possibly new LERN course work.

Reference: BSI-CTE-3

IV. PROFESSIONAL DEVELOPMENT

The BSI effective practices guidelines note that

...the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis (Boylan, Bonham, Claxton, and Bliss, 1992). Furthermore, analysis has demonstrated that specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction. Boylan goes so far as to state that, "no matter what component of developmental education was being studied an emphasis on training and professional development improved its outcomes." (p. 30)

Therefore, the creation of a teaching and learning center devoted to engaging faculty and staff in ongoing professional development opportunities that directly contribute to student success is an essential part of this implementation plan.

The BSI effective practices also emphasize the importance that "culturally responsive teaching theory and practices are applied to all aspects of the developmental instructional programs and services". "A number of the core practices of Culturally Responsive Teaching (CRT) overlap with the other effective practices described in this review," the BSI document continues, "however, it is important to view these practices in the context of the needs of student from diverse backgrounds." Therefore professional development should emphasize *cultural sensitivity* and *culturally mediated instruction* to insure cultural proficiency among faculty, administration, and staff (Effective Practice D.4, p.52).

In addition, the role and strategies of Disabled Student Programs and Services (DSPS) should be included in professional development initiatives. The methodologies employed by DSPS can enrich the effective practices in instruction and support services, and the services that DSPS provides are a vital component in serving all of our students.

A. Development of Faculty Teaching and Learning Resource Center

Support for Objectives: 3, 4, & 5.

Goal:

Develop a Teaching and Learning Resource Center consistent with the goals and activities set out in the Basic Skills Proposal, Recommendation #1. [See Addendum #4]

Reference: The need for ongoing professional development reflected in BSI proposals and analysis conducted by Steering Task Force

B. Development of a basic skills training/certificate program for faculty

Support for Objectives: 3, 4, & 5.

Goal:

Develop a four semester professional development “certificate” program that will provide faculty with salary placement credit equivalent to approximately 12 units of credit. Over the course of four semesters, the program would address topics such as the following:

- classroom management techniques
- contextualized learning across disciplines
- cooperative learning
- culturally responsive teaching
- developmental education vs. remedial education
- DSPS methodologies and strategies
- instructional methodologies that respond to differing student learning styles, use of classroom-based research; assessment strategies
- integrative instructional delivery
- methodologies for supporting students’ skills development in reading, writing, and mathematical reasoning
- methodologies for supporting students’ use and mastery of college success skills and collaborative strategies
- understanding the use of student support services
- other best practices for teaching adult learners outlined in *Basic Skills as a Foundation for Student Success in California Community Colleges*, July 2007.

In addition, the faculty Professional Development Coordinator will work with Employee Relations, Human Resources, and AFT 2121 to adopt an appropriate methodology for awarding the credit for column movement. The plan will also include a methodology for organizing the delivery of each semester’s offerings including costs of instructors to teach the curriculum, connection to existing faculty resources (e.g., faculty mentoring), etc.

Reference: Reference: BSI-PS-1

C. Basic Skills in the Disciplines Professional Development Partnership Teams (Pilot)

Support for Objectives: 3, 4, and 5

Goal:

Develop “Professional Development Partnership Teams” with college success faculty, basic skills faculty, and academic faculty from disciplines in which high numbers of basic skills students enroll. Members of these Partnership Teams will collaborate to develop activities and strategies that will facilitate student learning in non-basic skills coursework. College success, English, ESL, Math, and Counseling faculty will work with non-basic skills instructors to review their course outlines, syllabi, and sample assignments in order to identify basic skills related issues and develop strategies and activities that will enhance their basic skills students’ ability to successfully participate in the course.

Five departments will be chosen to pilot this program. Three to five college success faculty, three to five basic skills faculty, and five academic faculty from disciplines with high numbers of basic skills students enrolled will form five teams. Each team will include at least one college success, one basic skills, and one discipline faculty member. The team will work with the discipline faculty member for three to four semesters. In addition, one counseling faculty and one ESL faculty member will be available to all teams on an “as needed” basis. Note: The exact composition of the team may vary based on the needs of the discipline. The basic skills coordinators will also be available to the teams. The faculty professional development coordinator will organize and supervise the teams.

Reference: BSI-LAS-1

D. Classified Staff Training Program

CCSF currently employs a number of classified staff and professional tutors (3598 School Aides) who frequently field questions about programs and services available for basic skills students. While these staff members are selected for their support skills and/or discipline expertise (for tutors), they receive no training on programs and services available to students at the College. Yet, these staff members are frequently on the front line of directing students to other programs and services. In addition, these tutors and other classified staff never have an opportunity to share their effective practices with one another.

Support for Objectives: 3, 4, & 5.

Goal:

Develop a classified staff training program that focuses on the following areas:

- Educate staff about resources available for students in the district. This may include overviews of the registration process, student health services, academic counseling, academic support services and other student organizations and services.
- Promote district-wide interaction among school tutors of different programs as well as interactions among other classified support staff. This will allow tutors and staff from one program to share their expertise with those of another program.
- Provide a general overview on working with students from diverse populations and language backgrounds. This will include working with student with disabilities and varying learning styles.
- Train tutors in effective teaching methodologies in content areas.
- Develop cultural sensitivity and cultural proficiency among staff.
- Promote understanding of the programs and services available through DSPS.

The content and logistics of this training will be developed by the professional development coordinator. In addition, “brush up” training should be developed to provide tutors with ongoing information about programs and services.

Reference: BSI-PS 4.

E. Reading Apprenticeship Training for Discipline Faculty (Pilot)

Reading Apprenticeship (RA) is a metacognitive and holistic approach to developing and reinforcing reading skills for students in content area classes, as well as English/Reading classes. This pilot project would provide content based instructional programs with training in how to use the RA methodology to help students with the unique challenges of tackling specific discipline-based reading assignments. Since the basic skills English faculty have already embraced this methodology, this project will also increase coordination between departments and address the needs of students throughout their college experiences.

Support for Objectives: 3, 4, & 5.

Goal:

Set up a program whereby a trained faculty member provides professional development workshops for content area faculty in Reading Apprenticeship methodology. The content faculty can then integrate RA methodologies into their classroom instruction. Two year pilot.

Reference: BSI-LAS -4.

F. Career and Technical Education Basic Skills Workshops

Support for Objectives: 2 through 5.

Goal:

Based on the CTE needs assessment, during the 2009-10 academic year, a series of orientation workshops will be offered for credit and non-credit faculty in CTE departments concerning students with basic skills needs in their programs. The purpose would be to raise awareness among faculty of how to address basic skills instruction in CTE. These workshops will provide the stimulus for further faculty participation in related professional development programs designed to integrate basic skills instruction into CTE courses and programs. These workshops will help CTE faculty begin to identify and understand the developmental education needs of their students, investigate ways to communicate related expectations to students and address student needs in CTE instruction.

These full-day workshops, scheduled for Independent Flex days or other appropriate times identified by the CTE specialist and the Staff Development Coordinator will focus on topics such as evaluating basic skills needs among CTE students, best practices for time management for addressing basic skills needs among CTE students and assessing current basic skills demands in the workplace. These workshops would also offer detailed information about the student support services that are available on the CCSF campus for CTE basic skills students and offer other opportunities for further professional development related to this issue.

Reference: BSI-CTE-2

V. ADDITIONAL PRIORITIES REFERRED TO COORDINATING COMMITTEE

Among the challenges that City College faces in developing its basic skills initiatives are the limitation on resources, human and financial. The projects described in II through IV above provide for a robust ongoing infrastructure to continue the work on developmental education for years to come. However, every project cannot be funded at this time and we need to be careful not to diminish the effectiveness of our funded initiatives by making unreasonable demands on the time and energy of faculty and staff working on these initiatives. At the same time, the discussions regarding the use of funds available for the BSI have emphasized the need to maintain significant amounts of on-going funds to continue the development of effective practices that will promote student success, address student equity, and provide a culturally responsive environment in which all students can develop the basic skills necessary for success in achieving their educational goals. The BSI self-assessment and planning process identified several important areas for development that should become additional priorities for the coordinating committee.

The ongoing budget for the BSI provides for substantial funds to be available for additional initiatives and/or other ongoing costs that emerge from the work of the coordinating committee. These ongoing funds can be used to support any of the following additional priorities that have been identified in our self-assessment and planning process. More consultation and planning will be required to create viable approaches to addressing these needs. Therefore, it is recommended that the basic skills coordinating committee develop responses to these areas of need during its first two years of operation.

A. Expanding Orientation for Basic Skills Students

The effective practices in BSI literature emphasize the importance of orientation and its relationship to a “comprehensive system of support services.... [that] is characterized by a high degree of integration among academic and student support services.” Several proposals addressed extending orientation activities for basic skills students beyond the current level. One proposal called for developing computer modules that would supplement the topics covered in existing orientations and support services. Another proposal recommended “follow-up orientations” to be conducted in basic skills classes. A third proposal suggested developing specialized training sessions related to the use of college computer technologies designed to help basic skills students use these technologies for basic college-related needs such as registration and financial aid.

There are also a number of established campus committees, departments, and programs that should be included in this consideration of expanding orientations (e.g., New Student Counseling, Student Preparation and Success Committee, etc.). It is recommended that the Coordinating Committee develop a task force for delineating the most important expanded orientation services and delivery methods in consultation with established campus committees, departments, and programs.

Reference: BSI-SD-4, SD-6, SD-7, LAS-5

Support for Objectives: 1, 3, and 5.

B. Early Alert Development

Early Alert has been an institutional priority for a number of years. The Title III project included a significant effort to make early alert more user-friendly and effective. There is an Early Alert work group working toward better coordinating campus-wide early alert activities and several departments have developed early alert initiatives or are actively involved in existing early alert programs. However, while there is ample documentation of the effectiveness of this approach for retention and student success, the existing early alert activities at CCSF are still comparatively limited. Many more students could benefit from these interventions if early alert activities were more highly coordinated and if larger numbers of faculty and staff used these resources to help students identify and use support services. Therefore, the Coordinating Committee should develop a process for assessing the status of the various early alert programs at the College; identify methods for better coordinating and promoting the use of early alert; and develop additional early alert resources to effectively support student success.

Support for Objectives: 2, 3, and 5

Reference: Previous work on Early Alert (e.g., Title III projects) and BSI proposals calling for early alert activities including BSI-SD-1

C. Expanding Peer-Mentoring

Peer-mentors are part of a team that provides support to a designated individual or group. Working within a collaborative effort among faculty, counselors, librarians and other support personnel, peer-mentors provide strong bridges between the academic program and environment and the student. Peers often share a common background, educational and/or cultural experiences, so the student often feels more comfortable seeking assistance from a peer. Peer-mentors provide the additional time outside of class that many students need to review, practice, and question the information that they are learning in class. Peer-mentors can provide students with information about the resources that are available from CCSF. Most importantly, peer-mentors provide the effective netting that catches some students who are falling through the cracks.

One proposal, developed in consultation with the Office of Mentoring and Service-Learning (OMSL), proposed a significant expansion of the existing peer-mentoring programs with a substantial increase in the infrastructure to support that expansion. That proposal called for

Establish[ing] new peer-mentor projects, outside of existing programs within the Office of Mentoring and Service-Learning, which focus specifically on supporting Basic Skills students and which complement and support other tutoring/student development efforts for Basic Skills students. Mentor Projects would consist of 5 mentors supervised by a Project Sponsor team, consisting of instructional faculty, Counselors, Librarians, and/or other support staff.

However, several other proposals suggested incorporating peer-mentoring into new or existing initiatives and programs. The success of peer-mentoring in the past has relied on connecting these services with faculty and academic programs and support services. Students identify with the program or service and the instructor, and therefore the mentoring is clearly connected to student's needs and success. To maximize the efficiency and effectiveness of expanded peer-mentoring, the Coordinating Committee should identify appropriate basic skills initiatives that would benefit from expanded peer-mentoring and recommend funding as available.

Reference: BSI-PS-6, LAS-2, CTE-6B

Support for Objectives: 2, 3, and 5.

D. Tutoring and Supplemental Instruction

Effective practice D.10 stipulates that “programs provide comprehensive academic support mechanisms, *including the use of trained tutors*” (emphasis added). CCSF provides extensive tutoring services, although need is consistently greater than the College's ability to fully meet those needs. Well trained peer-tutoring is available in a broad range of disciplines through the Learning Assistance Center. Faculty are actively involved in monitoring and supplementing LAC tutoring. Several departments have developed course and program specific tutoring using classified instructional aides who combine individual and group tutoring with classroom visitations and other outreach activities.

A large number of proposals were developed by the BSI work groups to provide additional professional tutoring by instructional aides. A total of 8 FTEs for instructional aides were proposed. A few tutoring positions are recommended for one time funding as pilot projects. In each case, funding has not been set aside to change the success pilot projects into ongoing expenditures. However, the Coordinating Committee will need to review the outcomes related to these pilot projects and, if successful, advocate for long-term funding as appropriate.

Supplemental Instruction (SI) is another highly effective methodology for promoting student success in basic skills and non-basic skills curriculum. It can also be a cost-effective means for serving larger number of students. The development of programs and services that support students in college-level course work once they have progressed beyond basic skills is crucial. The support of all students in our college-level curriculum (particularly courses that are part of graduation requirements) should be an institutional priority. Supplemental Instruction can substantially facilitate student success in content-based courses for students currently progressing through basic skills curriculum as well as on-going support for students who have completed work in basic skills. The Coordinating Committee should identify appropriate uses of SI and support funding for pilot SI projects which will continue to support students with basic skills needs.

Reference: BSI-SD-2 and CTE-6A

Support for Objectives: 2 through 5.

E. Future CTE Projects

The CTE work group presented a fully integrated set of proposals that started with extensive research and analysis of data followed by program modifications and the development of contextualized learning in credit and non-credit career and technical programs. In addition to the initiative described above, the work group proposed the development of “one stop” support services centers at college sites with concentrations of CTE curriculum and the creation of an I-BEST program based on a successful model developed in Washington State. These proposals should be reconsidered after the comprehensive research is completed and the initial program priorities have been determined.

Support for Objectives: 2, 3, 5.

Reference: BSI-CTE-4, 5, 6 and 7

ADDENDUM #1

BASIC SKILLS AS A FOUNDATION FOR STUDENT SUCCESS IN CALIFORNIA COMMUNITY COLLEGES:

A Review of Literature and Effective Practices

This study was commissioned by the California Community Colleges System office to identify effective practices in basic skills program and conducted by Associates of the Center for Student Success (CSS), which is affiliated with the Research and Planning Group for the California Community Colleges (RP Group).

For the purposes of this study, these working definitions were established:

Basic skills are those foundation skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language¹ which are necessary for students to succeed in college-level work.

In order to establish criteria for “effective practices,” this document adopted a variation of Hunter Boylan’s definition of best practice, modified as follows:

“Effective practices” refer to organizational, administrative, instructional, or support activities engaged in by highly successful programs, as validated by research and literature sources relating to developmental education.

The report contains the following components:

1. An extensive review of literature related to basic skills practices, as well as an overview of examples of strategies employed by thirty three California Community Colleges as well as nine out-of-state institutions.

The literature review references over 250 sources, making this the most comprehensive basic skills study conducted in California Community Colleges to date. A multitude of researchers and organizations commonly identify a consistent set of elements that characterize effective programs.

A total of twenty six practices are outlined under four major categories in the literature review: organizational and administrative practices (including choices regarding structure, management, and organization); program components (including a number of specific services and policies);

¹ The inclusion of English as a Second Language in this definition recognizes that all ESL is not, by definition, subsumed under basic skills. To the extent that a student is unable to succeed in college-level coursework due to inability to write, speak, read, or comprehend English, ESL skills may be considered as foundation skills in accordance with the definition.

staff development (outlining the importance of strong training and support components; instructional practices (exploring highly effective pedagogical techniques).

2. A self assessment tool designed to engage college administrators, faculty and staff in a meaningful and reflective dialogue about their current practices and plans for program improvement, enhancement, or modification.

The self assessment tool is directly linked to the findings of the literature review. It is organized around the four major areas and the twenty-six effective practices. The tool also contains a variety of suggested strategies for accomplishing each practice, as well as a series of prompts that will assist institutions with evaluating their current progress to each effective practice. A matrix is included for each section to allow colleges to develop a plan for changes, enhancements, or modifications.

3. A cost-revenue model for developmental education programs providing a way for exploring the incremental revenues that can be derived over time from effective basic skills programs, practices, and/or interventions.

Interventions or programs targeting under prepared students at the community college are characterized by their limited scope and concerns for their expense. The literature review outlines the paths toward a paradigm shift in basic skills instruction. The cost-revenue model explores the ways this paradigm shift can be fiscally responsible. In many cases, the research indicates that these programs may, in fact, pay for themselves or even result in a net benefit.

Effective Practices: Summary

A. Organizational and Administrative Practices

- A.1. Developmental education is a clearly stated institutional priority.
- A.2. A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A.3. The developmental education program is centralized or is highly coordinated.
- A.4. Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6. Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7. Institutions manage faculty and student expectations regarding developmental education.

B. Program Components

- B.1. Orientation, assessment, and placement are mandatory for all new students.
- B.2. Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

- B.3. Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
- B.4. Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities, and are provided with assistance to apply for and acquire financial aid.

C. Staff Development

- C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2. The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C.3. Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C.4. Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5. Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D. Instructional Practices

- D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- D.2. Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3. The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D.4. Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5. A high degree of structure is provided in developmental education courses.
- D.6. Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7. Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8. Developmental education faculty routinely share instructional strategies.
- D.9. Faculty and advisors closely monitor student performance.
- D.10. Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

ADDENDUM #2

The following document is an overview of the process that CCSF used to conduct its self-assessment and planning process.

A Brief Overview of CCSF BSI Project

What is the Basic Skills Initiative (BSI)?

The BSI is collaboration among the statewide Academic Senate, the State Chancellor's Office, the leadership of various community college chief officers' associations, and the RP Group's Center for Student Success. The Initiative is designed to improve student success by focusing on effective practices in basic skills, both within the programs and services that directly address developmental education and across the entire college curriculum that serves students with diverse academic preparation and skills.

In the first phase of the BSI, the Center for Student Success (CSS) conducted a thorough review of the theory and research literature on developmental education and published a study that identified four major categories of practice (organizational and administrative, program components, staff development, and instructional practices) and twenty-six effective practices that have been demonstrated by substantive research to support improvements in student learning and achievement. That document, Basic Skills as a Foundation for Success in California Community Colleges (aka "The Poppy Copy" after the distinctive color of its cover), also included a detailed guide for colleges to engage in a thorough self-assessment of their programs and services using the twenty-six effective practices as the foundation for this analysis.

The self-assessment and planning process is the second phase of the BSI. Based on this self-assessment, each college will develop broad-based objectives for each of the four categories of practices that will guide the institution over the next five years and an action plan, based on those objectives, that describes the specific activities to be implemented in the coming year. These objectives and action plans are required as a condition for the college to receive its basic skills funding appropriation. The BSI process will map out funding priorities for basic skills across the curriculum and support services over the next several years. Equally important, this self-assessment and planning process, linked to funding and program development, provides the college with unique opportunities to coordinate and substantively improve the success of students in our developmental programs and across the college curriculum, programs, and services.

What is CCSF doing on the BSI?

Chancellor Philip R. Day, Jr., working in cooperation with the Academic Senate, has established a Basic Skills Initiative Steering Task Force and an oversight team under the leadership of Dr. Alice Murillo to (1) monitor that adequate progress is being made on the BSI; (2) provide a linkage between the BSI project and institutional plans and resources development; and (3) ensure that ongoing initiatives continue to develop and integrate with the new work on the BSI. Dr. Murillo has called together a broad-based workgroup of faculty leaders, department chairs, staff, administrators, and students to develop an approach for CCSF's BSI project. Most of that group went through formal BSI training sponsored by the statewide Academic Senate. Over the course of several meetings, this ad-hoc work group with participation of shared governance leadership has developed a structure, timeline, and guidelines for CCSF's self-assessment and planning process as well as a process to continue support of initiatives already in progress.

The state has set a May 1, 2008, deadline for the submission of our report of our five-year objectives and our annual action plan required for the state basic skills funding. Therefore, the work group has focused on developing a process that would (1) meet the state timeline; (2) provide the specific documentation required by the state; and most importantly, (3) provide the CCSF community the opportunity to reflect on past achievements and build on our strengths in planning our future efforts to promote student success.

How will the self-assessment, planning, and funding for new and ongoing activities work?

This spring we will conduct an extensive self-assessment and planning process to develop long term objectives for basic skills across the curriculum and support services. The action plan will clearly identify the issues and proposals that require shared governance review and approval. Those issues and proposals will go through review and adoption by CCSF's well established shared governance procedures starting in the fall of 2008.

Dr. Murillo's ad hoc work group has developed a structure for the BSI project that is coordinated by a "Steering Task Force" and driven by the activities, analyses, and recommendations of four "Work Groups."

Steering Task Force

Membership: Broad-based representative group including members of Vice Chancellor's Oversight Team, workgroup co-chairs, key shared governance chairs and officers, representation from the Academic Senate, classified staff, and students, and key departments, programs, and services.

Responsibilities: Oversee and monitor the process; integrate the findings of workgroups; develop the objectives and action plans based on workgroup recommendations; develop a timetable for the implementation of the objectives over the next five years; develop budget proposal for implementation of next year's activities; recommend budget allocations for ongoing activities in the current year. This task force will also oversee the development of a comprehensive report on CCSF BSI objectives, plans, and timetables which will provide a basis for annual activities, resource allocation, and the assessment of progress on the objectives established through the BSI.

Workgroups

Four workgroups will be organized around broad-based categories of programs and services. Each workgroup will use an extensive inventory of the work previously done at CCSF to assess the level and effectiveness of the use of the twenty-six effective practices described in the Poppy Copy. The organization of the effort reflects a commitment to see the developmental student as integrated into every aspect of our educational programs and to use the resources of all of our college staff to promote success for those students. The four workgroups are:

1. Basic Skills Programs and Services
2. Student Development and Academic Support for Basic Skills
3. Basic Skills in the Liberal Arts and Sciences
4. Basic Skills in Career and Technical Education

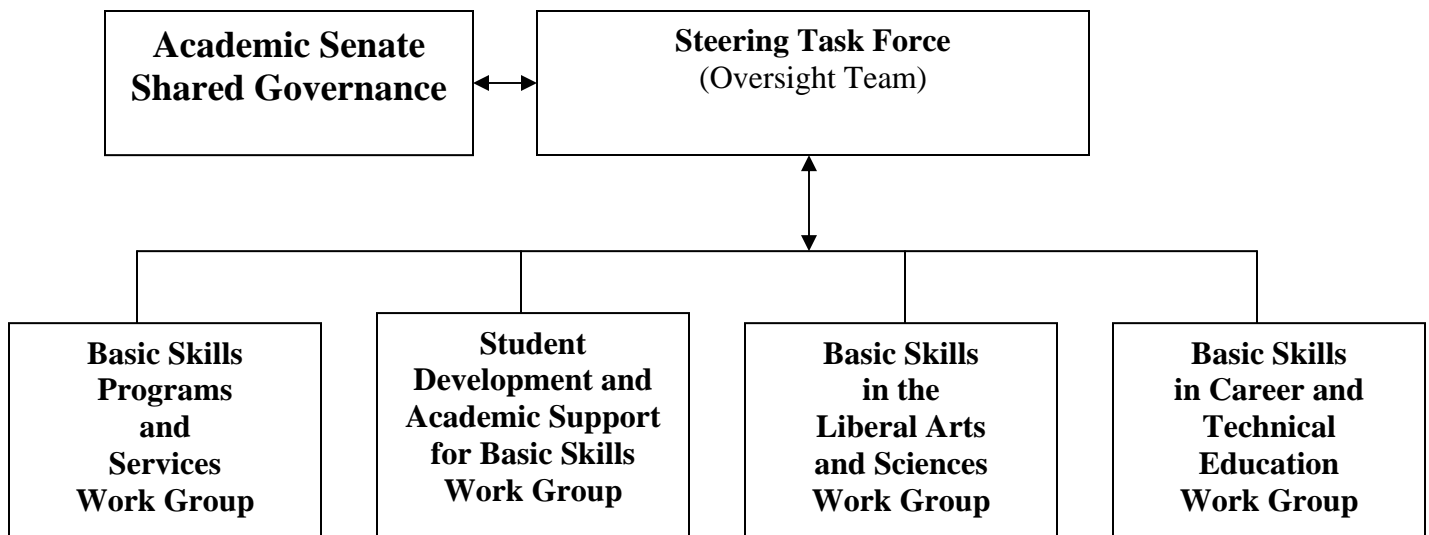
Membership: Credit and non-credit classroom faculty, counselors, librarians, and academic support personnel (faculty and classified), representative department chairs, directors, students, and administrators, and representation from appropriate shared governance committees.

Responsibilities: Based on the inventory of CCSF's work to date related to the twenty-six effect practices, (including documentation, data, and other resources), develop an analysis of areas of strength and areas in need of improvement, propose major objectives to be accomplished in the next five years, and develop an action plan for the coming year with recommendations for the use of resources to implement the action plan. Workgroups may also make recommendations to the Steering Task Force for prioritizing and implementing initiatives related to the objectives over the next five years.

Timeline

- Nov.28 – Dec. 14: Call for Participation; college-wide orientation sessions; formation of the Steering Task Force; development of the inventory of past activities, data, and other resources. Formation of Workgroups
- January 10 Independent Flex Day: Workshop for work group co-chairs and steering task force (open to all interested members of campus community)
- January 11: Flex Day: opportunity to join workgroups.
- Jan. 21 – Mar 21 Intensive assessment and planning by Workgroups and Task Force.
- April 1 – 18 Review of objectives and action plan by college community in preparation for submission to State by April 28, 2008. Continue identification of issues and proposals requiring consideration by CCSF shared governance processes.
- April 18 – May 14 Completion of the report for CCSF college community on Basic Skills Initiative.

**BSI Project Initiative Structure
2007 – 2008**



Membership:

All Work Groups include faculty, staff, students, and administrators.

Steering Task Force includes representatives of shared governance and programs and services related to the BSI including faculty, staff, students, and administrators.

Project Objective/Expected Outcome: Develop five year objectives for BSI initiative including an annual action plan and performance outcomes.

ADDENDUM #3

CCSF BSI WORKGROUP PROPOSALS

The goals, objectives, and activities recommended in BSI Implementation Plan are based on proposals developed by four workgroups during the spring 2008 semester. Those proposals were reviewed by Steering Task Force. The Steering Task Force then delegated to the workgroup co-chairs and the BSI project coordinators the development of a draft of the BSI Implementation Plan. These proposals, submitted by the four workgroups, provide the foundation for the Plan and are referenced throughout that Plan.

NOTE: The full work group proposals are 125 pages long. Therefore, the proposals have been collected into a separate attachment to this document to conserve paper while providing direct access to people who want to review the original proposals.

ADDENDUM #4

Basic Skills Committee Proposal

The following proposal was developed by the Basic Skills subcommittee of the Academic Policies Committee. This proposal was reviewed by the Academic Policies Committee and other shared governance bodies prior to submission to the Academic Senate. In spring 2006, the Academic Senate voted to “support the intent of the three recommendations of the Basic Skills Sub-Committee as proposed in ‘The Basic Skills Sub-Committee Recommendations to the Academic Policies Committee Collaborative for Teaching, Learning, and Student Success in Basic Skills, October/November 2005’”

-Quote Source: City Currents Report of Senate Minutes

Brief Overview City College of San Francisco Basic Skills Subcommittee Recommendations for a Collaborative for Teaching, Learning, and Student Success in Basic Skills Academic Senate Resolution Spring 2006

Recommendation 1

Create and foster a permanent professional development program

- ⇒ Basic Skills Faculty Development Institute Program
- ⇒ On-going professional development program

Recommendation 2

Create coordinated programs and services for basic skills students

- ⇒ A mission statement connected to goals and outcomes
- ⇒ Student-centered support services
- ⇒ Links between student development and basic skills courses
- ⇒ Links between basic skills courses and college-level courses
- ⇒ Links between college success and other courses and academic support services
- ⇒ Links between credit and non-credit courses
- ⇒ Improved and extended orientation for new basic skills students and students transferring from noncredit
- ⇒ Promotion of programs and services for basic skills students

Recommendation 3

Create the “Collaborative for Teaching, Learning, and Student Success in Basic Skills”

- ⇒ Create a new unit: “Collaborative for Teaching, Learning, and Student Success in Basic Skills”
- ⇒ Create the Collaborative Advisory Council

Goals

The Basic Skills Committee seeks to:

- Improve basic skills student success rates so that each ethnic, gender, and disability group’s success rates will be comparably high with no more than a 5% variance between each group.
- Improve motivation, persistence, community, and peer involvement of basic skills students.
- Increase faculty commitment to and satisfaction from working with basic skills students.

Summary

To achieve these goals, the members of the Basic Skills Committee seek to provide the best possible environment in which to promote student success. After spending almost two years surveying the literature on basic skills students; eliciting ideas and experience from teaching and counseling faculty, students, staff, and administrators; and exploring issues of multiculturalism and alternative pedagogies, the Basic Skills Committee proposes a two-pronged approach:

- 1) Increase training for our City College community; and,
- 2) Improve student programs and support services.

These issues are addressed in the first two recommendations which follow regarding professional development programming and coordinated programs and services for basic skills students. However, as change occurs it will begin to reshape our institutional structure, so the third recommendation, the Collaborative for Teaching, Learning and Student Success in Basic Skills, addresses the structural issue. Except where noted, it is the Collaborative which will implement the approved recommendations.

Background

In 2001, as part of the Title III grant, basic skills faculty and department chairs came together to discuss issues related to basic skills. During October 2003, they decided to invigorate the Basic Skills Committee, an already existing, but inactive, sub-committee of the Academic Policies Committee. Currently, 30-50 instructional and counseling faculty, staff, students, and administrators regularly attend meetings, and more than 150 people are on the Basic Skills Committee listserv. Over the past two years, the members of the Basic Skills Subcommittee have:

- | | |
|-----------|---|
| Fall 03 | Conducted a literature review of best practices in basis skills |
| Spring 04 | Shared the best practices of basic skills and counseling departments, retention programs, and student support services, as well as programs such as the Mentoring Program and Multicultural Infusion Project. |
| Fall 04 | Explored the interconnectedness between basic skills and diversity initiatives and issues, including a <i>California Tomorrow</i> presentation on student experience in our community colleges. |
| Spring 05 | Explored collaborative learning, piloted faculty reflective teaching circles and prepared our recommendations. |

Best practices for Basic Skills²

On the basis of the work of the Committee, the following best practices have been identified:

² Basic Skills is our focus. It is not our intention to exclude or include non-Basic Skills students and courses in these recommendations or in this list of best practices. These best practices may or may not be effective for a more general population of students.

- A basic skills program should be comprehensive and coordinated, providing instruction and support services which are holistic, integrated among related departments and programs, and well articulated with a strong institutional commitment, adequate funding, and high expectations.
- A basic skills program should include a systematic, ongoing, cross-disciplinary program of professional development for faculty and staff within and beyond the basic skills program.
- A basic skills program should be positive toward cultural difference, responsive to specific cultural needs, and empowering to students.
- Instructional and counseling faculty who work with basic skills students should self-select based on interest and enthusiasm.
- A basic skills program should be integrated with an array of academic support programs including tutoring, mentoring, study groups, college success support, linked classes, workshops, counseling, and tech support.
- Basic skills classrooms and support services should employ a variety of pedagogies and instructional methods, connecting with every student regardless of gender, culture, ability, or learning style.
- A basic skills program should have a well-defined sequence and linkages of courses with identified objectives and content which connects to students' life experiences whenever possible.
- Departments and programs that work with basic skills students should communicate and coordinate with one another.
- A basic skills program should have clearly delineated responsibilities, expectations and outcomes.
- A basic skills program should have built-in systems for feedback, evaluation, and improvement.

Guiding principles: Students and Student Learning at the Core

Students and their success are the focus of our work. Therefore, we should understand who our basic skills students are and what they need, using that understanding to guide our decisions.

That said, students and their perspectives should be fundamental to everything we do. Students can contribute in many ways—as members of planning committees, as peer tutors and mentors, and as role models of success—establishing connections with their peers, instructors, and counselors. It is our individual and institutional responsibility to create opportunities for students to share their views about their education and for us to listen to them as we build our program to enhance their learning.

In fall 2002, 1670 students (43% of those that took the placement test) placed into basic skills courses. As a group, they represent multiple cultures: Asian/Pacific Islander (38%), Latino/a (23%), African-American/Non-Latino/a (13%), Filipino (10%), white/Non-Hispanic (10%), American Indian/Alaskan Native (1%), and various other cultures (4%). In addition, basic skills students represent every gender, religion, sexual orientation, age, ability, and socioeconomic class.

Since basic skills students are so diverse, cultural competence must be among our primary goals as individuals and as an institution. Indeed, research shows that cultural competence, including attention to learning styles and cultural differences, has a direct impact on student success. Our students' life experiences may differ radically from each other and from their instructors, counselors, and support staff. We recognize that each of them comes to City College with a unique set of intellectual, psychological, emotional, and physical skills that can be developed and can enrich every aspect of our institution. Therefore, it is imperative that we learn to work across cultures more effectively.

These principles inform and infuse the recommendations of the Basic Skills Committee which follow:

- Create and foster a permanent professional development program
- Create coordinated programs and services for basic skills students
- Create the “Collaborative for Teaching, Learning, and Student Success in Basic Skills”

Recommendation 1: Create and foster a permanent professional development program

A highly trained faculty does the best job teaching and working with basic skills students. Moreover, research and common sense reinforce the conclusion that the “best practice” pedagogies and methodologies that work with basic skills populations are successful with most students.

While many of our faculty have sought high-quality professional development programs and activities to help them learn successful practices and pedagogies, such programs are hard to find, and obtaining institutional support is challenging given recent budgetary problems.

A broad-based and permanent change in basic skills ideas and practices requires full-fledged institutional support to improve classroom practices and increase our long-held commitment to improve the success of our basic skills students.

- All of this means that training and support for basic skills faculty and staff need to be:
- Current—whenever possible representing “best” and highly validated practices
 - Systematic—reflected in all units and at all levels of the City College community
 - Continuing—part of a permanent program for student success
 - Culturally competent—reflecting the students to be taught by culturally competent faculty.

While tenured faculty are not compelled to participate in professional development and retraining regarding basic skills, the hope is that the quality of the professional development opportunities and their impact on student success, coupled with incentives, will make training and learning exceptionally attractive, garnering high levels of faculty participation overall.

To that end, the Committee proposes two components to the professional development program. The first component is an intensive Institute—especially focused on new faculty, but open to all—for faculty orientation and development; and the second addresses on-going development and training.

Basic Skills Faculty Development Institute program

Both full time and part time teaching instructional and counseling faculty could participate in the Collaborative’s faculty development institute program. Faculty working intensively with basic skills students will be especially encouraged to participate in this voluntary program. This intensive and in-depth program will be a two-semester commitment consisting of pre-semester trainings, retreats, and monthly seminars that might include a schedule and topics such as those below:

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| <p>Prior to, or near the beginning of the first semester:</p> <ul style="list-style-type: none">1 Pre-Semester Training and/or a 1-Day Retreat: The Basic Skills Student: Myths, Realities, Challenges Creating & Sustaining the Positive Learning Environment Diversity in the Classroom Classroom Assessment Techniques <p>Mid-End of first semester:</p> <ul style="list-style-type: none">2 three-hour trainings a month apart: Course and Lesson organization that works for students Working with the DSPS students in the classroom Critical Pedagogy I Building Student Support Services into Class Design I Successful Syllabus Design | <p>Prior to, or near the beginning of the second semester:</p> <ul style="list-style-type: none">1 Pre-Semester Training and/or a 1-Day Retreat: Culture and Learning Teaching Multilingual StudentsReinforcing/Enhancing Basic Skills Across Disciplines Collaborative Learning Strategies <p>Mid-End of second semester:</p> <ul style="list-style-type: none">2 three-hour trainings a month apart: Critical Pedagogy IIBuilding Student Support Services into Class Design Measuring Student Learning Tech-based models that support student learning |
|---|---|

On-going professional development program

On-going professional development activities for both new and continuing teaching and counseling faculty and staff should create a sense of community and support for experimentation and innovation using new pedagogies and problem solving strategies to increase student learning and development. Such activities might take many forms:

- Intensive semester-long and year-long in-depth professional development activities modeled on successful programs such as the Multicultural Infusion Project, SCANS, Reflective Teaching Circles, Carnegie Academies, and Paired Coaching. Topics could include pieces from the Faculty Development Institute program above.
- Short/long-term and one-time only workshops, reading groups, brown bag lunch programs, panels, social gatherings, student-story discussions, etc.
- Topics for both intensive programs and short term workshops such as: classroom assessment techniques, active and collaborative learning strategies, learning styles, study and reading skills integration, lesson planning, student learning outcomes and the course syllabus, syllabus and lesson plan design, classroom management techniques, teaching in multilingual and culturally diverse classrooms, integration of critical thinking strategies, supporting students' special needs, disabled students in the classroom, strategies to integrate counseling and other student support services, technology use for basic skills students, service learning, etc.
- Single workshops on the above topics might be offered in collaboration with the FLEX Professional Development Program.
- Off-campus professional development activities, such as conferences.
- Departmentally-focused programs that address the needs of a single department, or group of departments, perhaps integrating counseling services, reinforcing connections between credit and non-credit offerings, promoting diversity initiatives, intensifying academic support, or increasing academic literacy.
- A proposal process encouraging faculty to request small grants for their own professional development initiatives.

These on-going programs should encourage inter- and intra-disciplinary participation from both credit and non-credit departments and programs; we all teach the same students and such collaboration will help innovation flourish.

Incentive program

A detailed incentive program developed in consultation with the Academic Senate, AFT 2121, and the Administration that will work within the requirements of the language in the new faculty contract is essential to sustain involvement in the professional development program. Guidelines for "prior approval" status for other professional development activities acceptable for salary column advancement as required on the AFT2121 Professional Development Plan Form should be developed in concert with this effort while similar opportunities are explored with SEIU 790 for classified staff. Further, additional incentives for successful completion of all seminars in the program can be considered, some of which might include salary column advances, stipends, and/or reduced basic skills class sizes.

Recommendation 2: Create coordinated programs and services for basic skills students

Basic skills students frequently struggle with their courses and for a variety of reasons. They may have self-doubts and unrealistic expectations, and can be unprepared to succeed in the very courses they came to college to take. In fact, the necessity of taking prerequisites may mean that students cannot enroll in the courses related to their goals for several semesters. For example, a prospective nursing student must pass at least Basic Math before being officially admitted to the program. Similarly, a student interested in psychology may be held back from pursuing those classes until completing one or more English classes. To some extent this is unavoidable; often college students must complete prerequisites before taking the courses they really want. However, when faced with multiple semesters of pre-collegiate work, followed by several more semesters of courses before receiving a certificate or transferring, it is easy to see why students lose motivation and drop out. We are seeking ways of helping basic skills students take and succeed in college-level courses earlier to provide more tangible, nearer-in-time motivation for mastering basic skills.

City College already has a wide array of student support services—tutoring, mentoring, counseling, health care, book loan, etc.—through which we try to communicate that we care about students' success and help them achieve it. However, too many students are not aware of the services they can use or do not find the services most appropriate for them. To that end we propose a series of strategies to integrate instruction and services.

A mission statement connected to goals and outcomes

Develop a mission statement that connects directly with goals and student learning outcomes. A sample mission statement might be: "Provide students with a coordinated curriculum for basic skills courses, culturally-competent and enthusiastic instructors and counselors, and comprehensive support services that engage and challenge them as learners."

Student-centered support services

Support student-led study groups and study groups with faculty/staff assistance. Peer groups are extremely effective at promoting community, improved study habits, increased retention, and overall success. We will continue to search for models that will bring students together to support one another. Tutoring, mentoring, and counseling have proven records of success at City College and such programs focused specifically on basic skills students can be extremely effective, as can the development of computer labs to support basic skills courses in English, ESL and math in collaboration with the lab coordinators.

Links between student development and basic skills courses

Promote a seamless matriculation and enrollment process that links with academic courses, and acclimates new students and students transferring from the noncredit program to the credit course environment up-front so students are prepared for learning.

Links between basic skills courses and college-level courses

Explore linking arithmetic and/or algebra courses with introductory science courses, and reading, writing, and ESL courses with, for example, psychology courses. Such links allow students to pursue college-level material while getting the skills support they need. Activities in each class reinforce the material for the other, potentially enriching the experience for students and instructors in both classes while improving students' motivation and relevant skills. These links can be formal or informal, or they can take the form of organized/facilitated study groups. Counselors can be formally or informally assigned to each set of linked courses. Counselors can give presentations.

Links between college success and other courses and academic support services

Links with college success might take many forms. They can be as simple as having college success instructors from the Learning Assistance Department visit classes a few times per semester to build on and complement the orientation for basic skills students. Other links might promote increased connections between students, counselors, instructors, peer tutors and mentors and other support providers. Long-term, such collaborations between college success instructors and academic content instructors lead to integrating college success skills into content courses. Such integration is the most effective way of teaching college success skills. Content instructors can then reinforce the importance of such skills at all levels, increasing chances for success. Library and technology skills are other potential areas for inclusion in appropriate courses.

Links between credit and non-credit courses

Links among such courses improve the interface between credit and non-credit courses by increasing collaboration and communication among relevant instructors and departments. This eases the transition for students as they enter credit coursework and creates more satisfying classroom environments for students and faculty, alike. Include counseling faculty for additional support for transitioning students.

Improved and extended orientation for new basic skills students and students transferring from noncredit

Basic skills and students transferring from noncredit courses might participate in an extended orientation to City College and the programs and services available to them through a one-day event prior to the start of their first semester at City College. Even more effective might be a longer-term orientation in smaller doses periodically throughout the first semester or first year in the credit division. Whatever the format, the orientation can address the needs of new and reentry students, and students might receive college credit for this orientation. Special sections of this orientation can be made available for ESL students, with special attention to programs and services for them. Topics might include:

- First semester planning and goal setting
- A comprehensive introduction to counseling and other student and academic support services
- A campus tour, emphasizing support services
- A “how to use the library” tour with hands-on exercise
- A self-assessment tool for students to know more about how they learn and the kinds of support they may need
- Explanation and promotion of linked courses
- Educational options and career development

The Basic Skills Committee is aware that similar efforts are going forward under the auspices of the New Student Counseling Department and supports those efforts.

Promotion of programs and services for basic skills students

A regular, short newsletter updating available basic skills support services can be published regularly. This can be as simple as a few extra pages in the course schedule, or it might be more effective as a stand-alone publication. The Committee supports the effort of the Student Development Division in publishing the Student Services map.

A website for basic skills instructor support with college success strategies, collaborative learning strategies, and more is encouraged. The Basic Skills Committee is aware that such a website is currently being developed with Title III monies and supports that effort.

Recommendation 3: Create the “Collaborative for Teaching, Learning, and Student Success in Basic Skills”

The size of our institution means that implementing recommendations 1 and 2 requires extensive coordination and leadership. Further, research from our Fall 03 literature review consistently indicates that colleges with the most successful basic skills programs and outcomes have exceptionally high coordination of basic skills courses, faculty training, and student support services. At City College, we believe one possible structure that can coordinate basic skills courses, programs, and services across the college might look like the following:

Create a new unit: “Collaborative for Teaching, Learning, and Student Success in Basic Skills”
Create an office for the Collaborative with one or more coordinators positioned appropriately in the institutional structure.

Responsibilities might include:

- Bring stakeholders together, keep them focused on the goals of these recommendations, and, together with all parties, develop new goals as appropriate
- Foster student involvement and ensure that students' and their learning remain the focus of all basic skills programs and services
- Coordinate the Professional Development Program and maintain listings of approved outside coursework and training
- Facilitate coordination and communication among basic skills departments and stakeholders, including “non-basic skills” departments, counselors, classified staff, administrators, and students
- Work closely with deans, directors, department chairs, designated basic skills coordinators, classroom faculty, the Office of Research Planning and Grants, and other relevant parties to evaluate the success of students, courses, programs, and services
- Provide for links among basic skills courses, college success courses, and college level courses
- Coordinate with academic support services to increase support offerings for basic skills courses
- Work with the Office of Research, Planning, and Grants to secure funding to support basic skills initiatives
- Chair the Advisory Group

Create the Collaborative’s Advisory Group

The Collaborative’s Advisory Group could provide general direction to the Collaborative and assist in the evaluation of programs and services, maintaining the goals of these recommendations as the measures of success.

Chaired by the head of the Collaborative, the membership on the Advisory Group might include one representative from each of the following areas, along with two administrative representatives (one each from Academic Affairs and Student Development) and two student representatives:

Math, English, ESL, Transitional Studies and another academic department
The Diversity Committee and the Learning Assistance Center
New Student Counseling and Continuing Student Counseling
DSPS and EOPS
AASP, LSN, and APASS
Classified staff

Through the membership of the Advisory Group, communication, collaboration, and impact will be assured. Increased coordination will allow for regular opportunities to analyze student success, to identify and share best practices, and to distribute support services to the widest possible Basic Skills student population.

ADDENDUM # 5

Basic Skill Initiative Work Groups and Steering Task Force

PLEASE NOTE: This is the best information available regarding participants in the BSI process for the 2007-08 academic year. However, some names may have been inadvertently left of this list. If you were involved with on of the follow groups and do not appear on this list, please let Karan Curtis know at 452-5313, kcurstis@ccsf.edu. We will update the list periodically.

STEERING TASK FORCE

1. Work Group Co-Chairs*

- a. Basic Skills Programs and Service
Admin: Rose Roberson
Faculty: Mary Bravewoman
- b. Student Development and Academic Support
Admin: Lindy McKnight
Faculty: Bill Goodyear Nadine Rosenthal
- c. Basic Skills in Liberal Arts
Admin: Kitty Moriwaki, Deana Abma
Faculty: Ray Gamba
- d. Basic Skills in Career and Technical Education
Admin: Kelley Karandjeff
Faculty: Beth Cataldo

*Student Co-Chairs: TBA

2. Academic Senate: Lisa Romano, David Yee

3. Shared Governance Chairs

- a. AP: Fred Teti
- b. Student Prep Josephine Loo
- c. Basic Skills: Erin Denney, Elizabeth Zarubin
- d. Curriculum: TBA

4. Classified Staff: TBA

5. Students: Chris Gamora + TBA (Student Co-Chairs)

6. Departments/Programs

- a. APASS: Min-Hoa Ta
- b. LSN: Rose Roberson
- c. AASP: Henry Augustine
- d. EOP&S: Alvin Jenkins
- e. New Student Counseling: Maria Heredia
- f. Continuing Student Counseling: Bill Goodyear
- g. Learning Assistance: Nadine Rosenthal
- h. DSPS: Ann Vanderslice, Joseph Cook (classified)
- i. Matriculation: Kitty Moriwaki
- j. Research: Pam Mery

- k. Vocational Education: Kelley Kelley Karandjeff
 - l. English: Erin Denney, Elizabeth Zarubin
 - m. Mathematics: Sara Peterson, Dennis Piontkowski
 - n. ESL: Gregory Keech, Vivian Ikeda
 - o. Transitional Studies: Jane Sneed
7. Project Coordinator: Ophelia Clark
 8. Project deans: Bruce Smith, Larry Klein
 9. Vice Chancellors: Alice Murillo, Robert Gabriner, Mark Robinson
 10. Project Consultant: Kathe German

Basic Skills Programs and Services Workgroup

Work Group Co-Chairs

Admin: Rose Roberson

Faculty: Mary Bravewoman

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|------------------------|-------------------------------------|
| Atkinson, Nathan | Graphic Comm |
| Avila, Jorge | Counselor/LSN |
| Burt, Tracy C. | Child Dev Fa |
| Cahill, Gregoria | African American Scholastic Program |
| Delacorte, Erika | ESL |
| Del Portillo, Carlota | MIC |
| Duffy, Kathleen | DSPS |
| Francisco, Christine | Peer Mentoring |
| Gamora, Christopher | Student |
| Heard, Carol | WSP/LAC |
| Henderson-Brown, Tessa | LAC/CSCD |
| Homer, Suzanne | Social Sciences |
| Huang, Joanne | Counseling, New Students |
| Hunnicut, Veronica | SEC |
| Johnson, Stephan | Phil/Social Sciences |
| Keech, Greg | ESL |
| Kraemer, Jennifer | English |
| Lee, Quinci | NSCD |
| Levin, Stephanie | ALE/ESL |
| Lo, Suzanne | Library |
| Messer, Alisa | English |
| Michelucci, Mabel | EOPS |
| Molinari, Jennifer | English |
| Moradi, Chris | DSPS |
| Naas, Jodi | English |
| Peterson, Sara | Math |
| Podenski, Francine | BCST |
| Queen, Miriam | ESL |
| Robinson, Mark | Student Development |
| Sanford, Curt | ESL |
| Sauve, Jim | English |

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|-------------------|--------------------------------|
| Scott, Diana | Art |
| Selleck, Denise | ESL ALE |
| Sneed, Jane | Transitional Studies |
| Ta, Minh Hoa | APASS |
| Tran, Trinh | Biology |
| Vitorelo, Joan C. | Int'l Student Counseling Dept. |

Student Development and Academic Support Workgroup

Work Group co-chairs

Admin: Lindy McKnight

Faculty: Bill Goodyear, Nadine Rosenthal

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|---------------------------|----------------------|
| Alfaro, Ted | Student Srv |
| Alioto, Kathleen | Foundation |
| Ammon, Nicole | Student |
| Burt, Tracy | Child Development |
| Cabansang, Lori | ESL n/c CHNB |
| Chen, Pearl | Counseling-New |
| Chuck, Terence | Disabled Students |
| Cohen, Rachel | LAC/ESL |
| Cook, Joe | DSPS |
| Dennehy, Ann | ESL |
| Garcia-Denson, Diana | Foreign Lang |
| Ginther-Webster, Kimberly | Library JAD |
| Gougoutas, Kate | TRST/JAD |
| Gratch-Lindauer, Bonnie | Library |
| Hector, Gina | Business |
| Heredia, Maria | NSCD |
| Hoffacker, Christina | Student |
| Ikeda, Vivian | ESL |
| Jenkins, Alvin | EOPS |
| Jew, Carl | Matriculation |
| Johnson, Stephan | Social Sci |
| Keys, Kerin | Math |
| Korey, Suzanne | EVANS |
| Lamha, Carmen | CNET |
| Lansang, Jean | LVN |
| Lewis, James B. | Workforce & Dev. |
| Lin, Jeanne | Behavioral Science |
| Liu, Monika | A&R |
| Ma, Thi Thi | ESL |
| Mar, Warren | VOC ED |
| McDaniel, Lillian | Transitional Studies |
| MacMillen, Kaya | Student |
| Messer, Alisa | English |
| Mitchell, Kathleen | CDPC |

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|----------------------------|------------------------------------|
| Montagna, Michael | English |
| Mueller, Madeline | Music |
| Muller, Lauren | IDST |
| Nuttman, Stephanie | Student |
| Osborne, Marie | Counseling-New |
| Parcell, Celeste | Cal Works |
| Patterson, Jameel | Student |
| Piontkowski, Dennis | Math |
| Reyes, Joe | Biology |
| Rochstroh, Elizabeth | Student Activities |
| Rosenberg, Stephanie C. | Business |
| Schuricht, Robert | ESL |
| Silva, Leticia | Latino Services Network |
| Spingola-Connolly, Jeannie | JAD/Counseling, New |
| Straus, Amber | LAC |
| Vargas, Nancy | Counseling, Continuing Students |
| Walsh, Laura | ESL |
| Wizowski, Kendra | Student |
| Wong, Paul | Counseling, International Students |

Basic Skills in Career and Technical Education Workgroup

Work Group Co-chairs

Admin: Kelley Karandjeff

Faculty: Beth Cataldo

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|----------------------|---------------------------|
| Alary, Dominique | ESL |
| Amen, Carol | DSPS |
| Antonich, Misha | BEMA |
| Baake, Joseph | Student |
| Berrios, Marvin | ITS |
| Buchsbaum, Jessica | ESL |
| Chapuis, Dominique | ? |
| Cheng, Eva | NSCD/CHNB |
| Devlin-Clancy, Maura | Cmptr Ntwrk (eve) |
| Dilworth, Helen | Music |
| Dirck, Reneé | Student |
| Donovan, Sharon | CDEV |
| Gormley, James | JAD/Trans Studies |
| Gougoutas, Anne | Transitional Studies, JAD |
| Harrison, Cindi | EOPS |
| Hernandez, Barbara | MIS GRPH |
| Huntsman, Hal | Math |
| Johnson, Lisa | ESL n/c |
| Jones, Keith | Business, DTN |
| Lemley, Jamiel | Business, JAD |
| Mar, Warren | Voc Ed |

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| Massin, Terri | VESL |
| McAteer, Bob | Photography |
| McCarthy, Monica | CSCD |
| Quadra, Indiana | CDPC |
| Riehle, Elizabeth | Culinary Arts |
| Romano, Lisa | Senate |
| Saniee, Fabio | Engineering Technology |
| Skinner, Janey | HLTH |
| Song, Grace | ESL n/c CHNB |
| Tasso, Yolanda | Student |
| Thiry, Pierre | Cmptr Ntwrkg |
| Vanderslice, Ann | DSPS |
| White, Kathleen | CDEV |
| Zarubin, Elizabeth | English |

Basic Skills in the Liberal Arts and Sciences Workgroup

Work Group Co-Chairs

Admin: Deana Abma, Kitty Moriwaki

Faculty: Ray Gamba

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|-------------------------|--------------------------|
| Arack, Patricia | ESL |
| Beisbier, Beverly | ESL |
| Blair, Tom | Foreign Language |
| Chee, Curtis | Math |
| Cheremeteff, Maria | Art |
| Clay, Adam | Student |
| Denney, Erin | English |
| Doane, Timotha | ESL |
| Drucker, Ronald | Chemistry |
| Elliott, Nancy | Art |
| Gillespie, Elgy | ESL n/c DTN |
| Guichard, Peggy | Health Care TC |
| Hale, Cecil | Broadcast |
| Harada-Garcia, Betty | Int'l Student Counseling |
| Harvey, Marianne | Student |
| Holsten, Matthew | ESL |
| Kukimoto, Yukiko | LVN |
| Lau, Scott B. | NSCD |
| Leung, Lorelei | EOPS |
| Liu, Scarlet | EOPS |
| Loo, Josephine | WSP/LAC |
| Maestre, Jose M. | Business |
| Mauleon-Santana, Rebeca | Music |
| Mery, Pam | Research |
| Munson, Chantilly | Bio |
| Osborne, Marie | NSCD |

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|----------------------|-----------------------------|
| Rosales-Uribe, Maria | Transitional Studies |
| Rowley, Shaun | LAC |
| Schubert, Lou | Social Sciences |
| Sugawara, Jack | Counseling, Transfer Center |
| Teti, Fred | Math |
| Toebe, Carole | Biology |
| Toth, Andrea | ESL |
| Wall, Ellen | English |
| Yee, David | Physics |
| Zoll, Sharyn | Transitional Studies/JAD |