

CCSF Basic Skills Initiative
INVENTORY OF PRACTICES
Summary Compilation

A. ORGANIZATION AND ADMINISTRATIVE PRACTICES

A.1: Developmental Education is a Clearly Stated Institutional Priority.

Documents / Data

1. **CCSF Mission Statement:** "Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language."
2. **Title III reports:** <http://www.ccsf.edu/Services/LAC/TeachingLearning/skills.html>. Click on Title III Grant button.
3. **Strategic Planning Operational Priority 1:** To provide high quality educational programs and courses to support student success for associate degrees, transfer to baccalaureate institutions, career education and workforce training, pre-collegiate basic skills, English as a Second Language, adult high school diploma, non-credit, cultural enrichment, and lifelong learning.
4. **Office of Research:** "Pre-Collegiate Basic Skills Accountability Report Part 2: Retention/Success Programs": http://www.ccsf.edu/Offices/Research_Planning/pdf/bskillv2.pdf
5. **Office of Research:** 1. Pass rates of ESL students in courses in all other departments at CCSF. 2. Research into all aspects of ESL in collaboration with the Center for the Advancement of Adult Literacy (CAAL).
6. **Office of Research:** Retention programs demonstrating value of highly coordinated programs.

Activities

1. The **CCSF Strategic Plan** clearly commits the College to developmental education through Strategic Priority 1 (Basic Skills). The Chancellor has addressed the priority of basic skills in numerous Flex Day speeches.
2. The **Student Development** Division is a key participant in the production of research on the impact of new and continuing developments to support under prepared students and students at-risk, and a participant in the delivery of new initiatives developed through the Title III.
3. The **Academic Affairs** Division established a priority for finding funding to develop educational programs at CCSF, allocated resources to support the College's Basic Skills departments, and unified departments by discipline promoting communication within disciplines.
4. The **Title III** Project and grants from **Carnegie, Koret, and TRIO (Writing Success Project)** have enabled basic skills departments to develop their programs with grant funding. These grants are now completed with most aspects institutionalized, with the exception of the Writing Success Project, which is ongoing.

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.

Documents / Data

1. **CCSF Strategic Plan:** Basic Skills is first strategic priority. Lists a number of objectives under that priority.
2. **CCSF Annual Plan:** Lists Basic Skills objectives that are disseminated to the college community.
3. **Basic Skills Committee** Sample Mission Statement: 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 leaders." See "Basic Skills Committee Recommendation #2" at <http://www.ccsf.edu/Services/LAC/TeachingLearning/bsrec.html>
4. **English as a Second Language** Mission Statement: "...facilitate transfer to post-secondary institutions ... to prepare students for further academic study..."
5. **English Department Basic Skills Division:** A strategic planning summary including mission statement that needs revising.

6. **Student Development:** Students First – Striving for Excellence and “to provide exemplary support for student learning ...” And Student Developmental Objective 7: “To increase the accessibility of counseling and student support services ...particularly those at-risk...”

Activities

1. Both the **Academic Affairs** and **Student Development** divisions have addressed basic skills. Results include the three retention programs and academic support programs in the Learning Assistance Center. **Title III** brought diverse leadership together to address basic skills collectively. The **Basic Skills Subcommittee** addressed the issue two years ago, and the **College strategic planning process** addressed Basic Skills five years ago.

A.3: The developmental education program is centralized or highly coordinated.

Documents / Data

1. **Office of Research:** Studies indicate the importance of the matriculation process to the subsequent success of students, while ongoing research connected with key initiatives supports the importance of counseling and timely intervention in the success of underprepared students.

Activities

1. While no clear structure, administrative staff or budget exists for developmental education, the **BSI** is providing a mechanism for communication within and beyond developmental programs and services. **Five deans** have oversight responsibilities for Basic Skills initiatives. There are **multiple budgets** for various parts of the basic skills programs/services. Mechanism for communication/coordination include: deans meetings and basic skills committee meetings. **Admissions, Enrollment and Matriculation** and **Student Support Services** coordinate services in those areas. The **Early Alert** work group coordinates matriculation, student services and faculty for intervention of at-risk students.
2. Ongoing basic skills initiatives since 2000 include the **Enhanced Self-Study, Title III, Carnegie, and Koret, and the Basic Skills Committee** promote continuing dialogue among basic skills departments. The Shared Governance System approved the **Basic Skills Recommendations** during Fall 05. The recommendations include a plan to create a highly coordinated structure.

A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Documents / Data

1. **Catalog and Class Schedule:** The credit matriculation policy is recorded in the catalog and class schedule.
2. **Office of Research:** Studies on success of students - based on English course completed
3. **The Research Office:** Measured the outcomes of basic skills students concurrently enrolled in college level coursework.
4. **Office of Research:** See CPI report and individual reports on math and English and ESL programs.

Activities

1. Students taking 9 credits or more, or enrolling in English and/or mathematics, who are not exempt, must go through the **matriculation process, including assessment**. The **orientation program** has been expanded through multiple venues: on-site and on-line, including a new orientation course (.5 credits) Thereafter underprepared students are advised to complete their basic skills early in their tenure with the institution, to take courses consistent with their abilities, and to return to counseling on a regular basis, with students placed in 2 or more developmental areas.
2. **Counselors** advise students based on placement test scores and other multiple measures, to take appropriate Basic Skills classes and to appropriately balance the overload of classes taken. New **Student Counseling and Continuing Student Counseling** have case-loading of students, which increases the level of monitoring of Basic Skills students regarding successes and difficulties.

A.5: A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.

Documents / Data

Activities

1. The **Learning Assistance Center** provides tutorial and group study programs and services for all students in most courses, and supports departmentally-based labs for writing (Writing Lab), reading and writing (Cyberia), mathematics (Math Lab) and English as a Second Language (ESL Computer Lab). The **DSPS Strategies Lab** and the **DSPS Academic Assistance Program** target basic skills students. The Office **Peer Mentoring** provides support for a select number of departments/programs, although not much in basic skills.
2. **English Department** instructors meet with students following their placement exams to advise them about English courses. English 91 is a combined reading/writing course which is often team taught and which has professional tutors who tutor only this level. Alert advisors visit ESL, English and math classrooms to bridge to students, and provide student advising. Videos are being made to be shown to students on campus computers, or downloadable from any computer, relating to persistence and retention. A web site for this is also in progress. The **ESL Early Alert program** encourages teachers to refer students to faculty advising.
3. **Math Lab** classified teaching assistants are embedded in all sections of Math E1 and all sections of Math E3 that utilize the "Small Group Lectures with Individualized Pace" methodology. The **Math Mentoring Program** targets Intermediate Algebra students. The **Math Bridge Program** targets African-American and Latino students, combining coursework, and supplemental instruction-style tutoring.
4. The **New Student Counseling Department** offers "Peer" supported registration and course schedule planning assistance to Basic Skills students with fewer than 24 credits completed.

A.6: Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

Documents / Data

Activities

1. The **English** department hires basic skills instructors with separate job announcements which request specialized training and experience in teaching developmental education for classes labeled basic skills. Re-categorizing some of the jobs as specifically basic skills (and hiring dedicated faculty specifically for those classes) increases the number of classes labeled basic taught by full time faculty. The English department basic skills division has been running intensive, semester-long training in the **Reading Apprenticeship** methodology to all instructors teaching English 91.
2. **Mathematics** faculty who possess basic skills teaching skills and enthusiasm for the pre-collegiate subject matter are recruited and hired to teach in the developmental program. The mathematics faculty job announcements and search process give substantial weight to developmental teaching skills. Full-time mathematics faculty chooses developmental courses. Most developmental instructors are full-time instructors.
3. The **Student Support Services** unit supports on-going professional development through a series of "Showcases" as well as departmentally-based training "Academies" with many of the sessions relating directly to the success of underprepared, at-risk students.
4. **Student Development courses** are taught by full-time counseling and/or teaching faculty who volunteer for their teaching assignments. They are mentored during their first semester of teaching by senior faculty members.

A.7: Institutions manage faculty and student expectations regarding developmental education.

Documents / Data

1. **Basic Skills Subcommittee Recommendation** to the Academic Policies Committee of the Academic Senate: <http://www.ccsf.edu/Services/LAC/TeachingLearning/bsrec.html>
2. **Office of Research:** Follows traditional metrics of course completion, persistence and program completion as measures.
3. **English Department:** Common exam suggests agreement about learning outcomes at certain levels.

Activities

1. Within the basic skills division of the **English** department, discussions of success have been ongoing, and we have been working collaboratively to increase our success with students, as well as to communicate expectations of students early and often.
2. **Math Department** first-day handouts outlining student expectations are required in all courses. (But, there is no consensus in mathematics, not even within the same course, as to what these expectations should be.) There is a culture of commitment and high expectations in the developmental math faculty.
3. Communication of expectations to students occurs initially during the intake **counseling** session, with underprepared students identified during the assessment process placed on caseloads.
4. Several incentive **scholarship programs** exist for basic skills students that require regular meetings with counselors and an additional academic support activity each semester - the College Readiness, Mosaic and Goldman Scholarships.

B. PROGRAM COMPONENTS

B.1: Orientation, assessment, and placement are mandatory for all new students.

Documents / Data

1. **Title 5 and CCSF Matriculation Policy:** Require all new credit students participate in placement assessment, orientation, and counseling unless they meet the following exemption criteria: Have already earned an A.A./A.S. degree or higher; Or do not intend to ever enroll in more than 9 units, enroll in MATH, ENGL or ESL courses or courses w/ MATH, ENGL, ESL prerequisites, earn a degree, certificate, or transfer to a university.
2. **Office of Research:** Conducts studies on the impact of the matriculation process on student success. Validation of assessment instruments is required by the State.

Activities

1. All new students are required to participate in **mandatory assessment, orientation and counseling** unless they meet exemption requirements. English, math and ESL skills assessments are available on multiple sites in two forms - manual and computerized (except ESL which is manual only) – with follow-up assessments of career interests and college success; placement is controlled, requiring an override. **Placement recommendations** are based on multiple-measures (not test-score alone), so counselors play an important role in the placement process. **Orientation to College** is provided on-line and on-site, with counseling faculty conducting a one-hour orientation program prior to individual counseling and a one-day orientation course (.5 units); subsequent orientation programs are also provided for students in designated programs, e.g., EOPS, AASP, AAPS, and LSN. **New Student Counseling** conducts in person orientations for new and returning students to CCSF. Immediately after these orientations students meet with a counselor to plan review English or ESL and math assessment results and suggest appropriate course selection for the initial semester of enrollment.

B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

Documents / Data

1. Office of Research: Provides formative and summative evaluations for grants such as Title III, Koret, and Carnegie, and support faculty to conduct evaluations.
2. ESL Department: Large comprehensive ESL report due Spring 2008.

Activities

1. The **orientation** program is annually reviewed to reflect current policy and practice. Program evaluations of the basic **mathematics** program have occurred, but these reports were grant driven and are not on-going. Course content in **English** basic skills courses has undergone massive overhaul in recent years, culminating in the course outline for English 91. **English** basic skills faculty look at data about student success including pass, retention, and persistence rates, as well as success in subsequent courses – this needs to be more regularly available and

disseminated to faculty. ESL has been reviewing their program regularly. **The Learning Assistance Department** regularly evaluates their college success courses and their tutor training courses.

B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

Documents / Data

Activities

1. All students who complete the **matriculation process** have an initial meeting with a counselor prior to enrolling to assist in understanding course placements, verify program of study, and make initial course selections prior to registration. Students placed in two or more developmental areas are placed on caseload. Students are encouraged to meet with their designated counselor during the semester to complete the educational plan, monitor progress, and provide counsel and support. A manual **early alert** system allows faculty to notify disciplinary advisors of specific student needs which may also require counselor contact; and an experimental electronic early alert allows faculty to monitor overall student progress. Basic Skills students are contacted via US mail to return for follow-up appointments by the **New Student Counseling Department**. Counseling staff receive on-going training to address the needs of under prepared students. However, beyond special programs such as **Puente** and the **Retention Programs**, efforts to integrate counseling with the developmental program are purely experimental. Counselors provide "**Steps to Credit**" **workshop** series at predominantly **non-credit** campuses to assist students in the transition from non-credit to credit ESL.
2. Case-loading is being instituted for all **Continuing Student Counseling Department** counselors during the fall 2007 semester.
3. The **New Student Counseling Department** offers two sections of a 3 unit course titled "Achieving an Academic Attitude" (AAPS 100). The course supports the development of a successful attitude in college.

B.4: Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Documents / Data

Activities

1. The **Financial Aid Office** maintains an extensive outreach program to ensure that all students who are eligible for aid receive maximum support. A scholarship program provides specific \$500 scholarships for Basic Skills students to support and encourage success. The Financial Aid Office offers no specific efforts directed to basic skills students. The **CCSF Foundation** has been raising funds annually for **basic skills scholarships**. Over \$300,000 has been raised and is distributed through six programs within the college to over 150 students.
2. The **Continuing Student Services Department** promotes and distributes the **College Readiness Scholarship** and the Goldman Scholarship to students. Counselors also discuss other resources such as the CCSF Book Loan program, EOPS, Financial Aid (California & Federal), other scholarships and CalWORKs.
3. The Associated Students' **Book Loan Program** assists many basic skills students.

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.

Documents / Data

Activities

1. Support comes from administration, but the funding is lacking. There has been strong **administrative supportive** of faculty efforts to develop themselves professionally through such activities as attending **Reading**

Apprenticeship trainings and attending and presenting at conferences; however, much of this support has also come through grant funding, which will be disappearing. Student Services administration encourages instructor-counselor liaison for support of Basic Skills students; counselors in CSCD are encouraged to take classes and trainings that further their understanding of multi-cultural and economic factors that impact student success.

C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Documents / Data

Activities

1. **Reading Apprenticeship** training was brought to the **English** department by faculty who attended an external training; those faculty then trained others, and the entire movement has grown because the faculty found it valuable. Most basic skills faculty in English have participated, including all new full-time hires; however, training was grant funded and will likely no longer take place for new faculty in the future.
2. **ESL Staff Development Committee** meets regularly to discuss staff development needs, seeks funding for conference and workshop attendance, and organizes faculty workshops. Both conferences and local workshops are very well attended. Local workshops receive no funding and are based on pro bono presentations and voluntary attendance. Topics range from educational theory to practice on topics such as ESL Literacy instruction and use of technology in the classroom.
3. **CSCD** counselors are trained via retreats, weekly intra-department trainings, shadowing of colleagues, seminars, MIP (Multi-Cultural Infusion Project) activities, mentoring of new counselor-hires.
4. The **Math Department** has effective, but isolated and sporadic, grant-funded, math staff development activities such as "Making Math Real" and Carnegie sponsored events.
5. Inter-departmental trainings within the **Student Development Division** include: Meeting of the Minds, New Student Training Academy, College Success Faculty Development, and Professional Development Seminars featured several times a semester by the Dean of Student Support Services. None of these activities require funding.

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

Documents / Data

Activities

1. Ongoing professional development initiatives requested by all basic skills programs and departments. Nonetheless, it is most challenging to deploy a sustained professional development program which provides more in-depth involvement than the traditional workshop.
2. **Reading Apprenticeship** training was clearly linked to reading classes offered by the English department, and the main training was an intensive, semester-long training with homework and a final project. The training was adequately funded, but the funding is not ongoing, so the training will cease this year.
3. The **Koret** and **Carnegie** professional development initiatives have been linked to department and program and college goals. These initiatives are not "one shot" but they are ongoing and comprehensive.

C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Documents / Data

Activities

1. Random staff development opportunities exist as faculty reach out to them and make them happen, such as Students Helping Students, Reflective Teaching, Great Teacher Seminars. These opportunities are very limited.
2. **Reading Apprenticeship** in the English department was taught by peers & was practiced in the classroom while being taught. It involved significant discussion, homework and a final project to be done by the instructors being trained. It was grant-funded.

C.5: Faculty development is connected to intrinsic and extrinsic faculty reward structures.

Documents / Data

Activities

1. Many teachers effectuate "**step movement**" on the salary scale by taking courses which provide them with some type of professional development. Faculty are encouraged to enroll in coursework which is approved by administration for salary advancement.
2. Expectations in the **English** department are that those faculty teaching reading classes or English 91 will undergo **Reading Apprenticeship** training, and the RA methodology has become central to the 91 course outline. Instructors were paid to undergo the training (though such pay was grant funded and will no longer be available)
3. **Release time** is allowed for counselor-instructor interchanges. **Extra pay**, release time or **compensatory time** are provided, where appropriate, for CSCD counselors who participate in special trainings, conferences and other planning activities that relate to Basic Skills programs.
4. Department Chairs regularly encourage and allow faculty release time for staff development activities;

D. INSTRUCTIONAL PRACTICES

D.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

Documents / Data

Activities

1. Critical thinking and **SCANS** competencies are included in **ESL** course outlines. Problem solving is an essential component of the basic **mathematics** curriculum. **English** 91 instructors and course outline emphasize metacognition and problem solving in courses, though course outlines for other developmental courses need to be changed to reflect this and these skills need to be adopted by English instructors at other levels.
2. **VESL** classes provide **ESL** instruction contextualized for several career areas including hospitality, custodial support, construction, business office support, child development, health care, printing, biotechnology and transportation.
3. **College success course** instructors train each other in sound principles of learning theory.

D.2: Curricula and practices that have proven to be effective in specific disciplines are employed.

Documents / Data

1. The Learning Assistance Department: Developed a Student Learning Outcomes rubric for college success, as well as a study assessing those outcomes. See <http://www.ccsf.edu/Services/LAC/stdskill.shtml>
2. **Math Department:** Mandatory Math Lab time has been shown to increase success. Compared four sections of Math E3 all taught by the same instructor. Two sections included mandatory
3. **Math Lab time:** The success rates when lab time was not required were 70% and 73%. The success rates when lab time was required were 82% and 80%. The success of the Math E3 methodology of "Small Group Lectures with Individualized Pace" has been verified by the Koret Grant study. (Koret Evaluation Report MATH: August 2005).

4. **Learning Assistance Department:** On-going investigations on the impact of Learning Assistance on student acquisition of study skills are regularly conducted with positive results. The LAC provides on-going documentation of the numbers of students accessing its services with follow-up research on impact.

Activities

1. Small group instruction is key to **Math E3** sections using the "Small Group Lectures with Individualized Pace" methodology. The Mathematics Department has been experimenting with tech-enhanced sections of Elementary Algebra (Fall 06 - Sp 08). The Mathematics Department has been experimenting with the infusion of study skills training into Elementary Algebra (Fall 06 - Sp 08).
2. The **Learning Assistance Center** is active in developing, piloting, testing, and refining specific techniques to promote learning in the areas of tutoring and study skills. The **Writing Lab** in the Learning Assistance Center provides an effective program of tutoring using both faculty and highly-trained student tutors.
3. **ESL** credit sequence integrates reading, writing and grammar. ESLA 3565 Strategies for Success in Credit ESL provides support for non-credit ESL students wishing to transition to credit
4. **English 91** integrates reading and writing into one six-unit course and has dedicated professional tutors to encourage students to seek assistance. Use of a computerized classroom is also common, though there is ultimately not enough computer class/lab space for all developmental education students.
5. **CSCD** counselors teach Study Strategies classes that supplement English courses, as well as probation classes for students on 3rd and 4th semester probation, under the "LERN 52B" course number.
- 6.

D.3: The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

Documents / Data

1. **Math Department:** The number of Math Early Alert consultations has been increasing.

Activities

1. Interventions with students who are in need occur through the probation classes and referrals from the "At Risk" coordinators in English, ESL and math departments. The case-loading of students in **Continuing Students Counseling** Department will, hopefully, vastly increase the ability of CSCD counselors to efficiently identify the students who need intervention and assistance.
2. **Continuing Students counselors** regularly assess a wide array of school and other needs of Basic Skills students, referring these students, where appropriate, to community agencies as well as CCSF programs such as CalWORKS, EOPS, financial aid office, the retention programs, the Learning Assistance Center and the scholarship office.
3. **Retention Programs (LSN, AASP, APASS)** monitor student success with required periodic counseling consultations. (Data on numbers served? Success?).
4. A new course developed through **New Student Counseling** is designed specifically to support the integration of cognitive and non-cognitive (affective) development to increase student success and is highly recommended for underprepared students, though not exclusively. Counseling faculty promote the array of services available to students to encourage their continued achievement and enrollment with special attention to the needs of underprepared students.

D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Documents / Data

Activities

1. Programs developed and provided by the **MIP (Multi-Cultural Infusion) Project** are effective in this area. Also, training exists in the **Asian Infusion Project**.
2. New Women's Studies-focused section of Elementary Algebra, Spring 2008.

3. **Math Bridge** focuses on serving the needs of African-American and Latino students.
4. **AASP**-sponsored math courses focus on the needs of African-American students.
5. All counseling programs, services, and courses seek to engage students in dialogue to promote the internalization of key concepts, strategies, and techniques while supporting individual growth and development, both cognitive and affective.

D.5: A high degree of structure is provided in developmental education courses.

Documents / Data

Activities

1. Basic **Math** is highly structured with clearly stated outcomes at each stage. Most sections use a common test bank and common finals. All developmental math courses have common textbooks. The math sequence is clearly delineated. The role of geometry courses was clarified in 2007.
2. Academic support programs such as those in the **Learning Assistance Center** and other support labs are highly structured. Students know what is expected of them and are on-task.

D.6: Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Documents / Data

Activities

1. **ESL** methodologies include group and pair work. Computer labs provide opportunities for learner-centered activities.
2. Instructors in **English** basic skills courses often employ collaborative learning and group work to help students become more active learners.
3. Electronic assistance for the entire writing process, including grammar, is used by whole classes and individual students, with instructor support.
4. Basic **Math** is offered in three distinctly different modes. Elementary Algebra students have three options: traditional lecture, tech-enhanced lecture, and online. Tech-enhanced Elementary Algebra has become increasingly popular among instructors.
5. Both **Learning Assistance** and **Counseling Departments** focus instruction in their courses on the learner through the use of active learning strategies and outcomes assessment techniques.

D.7: Programs align entry/exit skills among levels and link course content to college-level performance requirements.

Documents / Data

Activities

1. **English** basic skills courses are undergoing heavy revision to employ good teaching/learning strategies and to align entry/exit standards; however, the entry/exit standards between basic skills and pre-collegiate level courses need to be thoroughly revised. There is no systematic or formalized approach to regularly revisiting course entry/exit standards and sequence trajectory, and time is an issue in being able to do this.
2. The developmental **math** sequence is well thought out with clear prerequisites. The entry/exit standards of all developmental math courses are currently under department review.
3. **Assessment** cut scores and **placements** are regularly reviewed in concert with the discipline-based departments and the requirements of the state.

D.8: Developmental education faculty routinely share instructional strategies.

Documents / Data

Activities

1. An initiative to extend **ESL** Early Alert-type services to non-native speakers in other departments has begun in F07; services may include faculty advising, specialized small group workshops, tutoring and assistance with assessment.
2. Occasional meetings provide infrequent ways of exchanging instructional strategies within the **English** department. While the faculty would love to meet and exchange strategies more often, time is the major limiting factor.
3. **English** is taking **Reading Apprenticeship** across disciplines to other departments.
4. The **Learning Assistance Center** serves as a clearinghouse for the sharing of instructional strategies for college success faculty, while the **Counseling Departments** provide on-going support for the exchange of effective practices and strategies.

D.9: Faculty and advisors closely monitor student performance.

Documents / Data

Activities

1. **Early Alert** exists within the **English** department to provide early intervention to students experiencing difficulties. Faculty are sensitive to these issues, though time is an issue in identifying and supporting students. Early Alert provides some support to students who are experiencing difficulties. Early Alert advisor feeds back to instructors regarding referred students, and students may complete assignments relating to their Early Alert advising appointment, which must be returned to the instructor. The early alert previously described provides for interventions as soon as faculty provide an indication of need, and case-loading previously described seeks to monitor progress with timely interventions, and the progress review system previously described provides a longitudinal view of the students' achievement (Student Development).
2. Case-loading, "At Risk" referrals and probation classes are all vehicles used by **Continuing Students Counseling Department** counselors to provide early intervention. Students identified as assessing at basic skills level are placed on a counselor's caseload. **Counselors** contact these students personally to set up an appointment to discuss goals, answer questions, provide referrals for additional support services, and develop a realistic educational plan to support student success.
3. Students at first and second level probation are advised to attend LERN 52A/B (an 8 hour .5 credit course) designed to assist the student with strategies to get off probation, and taught by **New Students counselors** and **Continuing students counselors**. Students are also advised to make a one hour follow up appointment with a counselor to suggest additional support services and/or develop or review a realistic educational plan that will support their academic goals.
4. Approximately 3-4 weeks into each new semester post cards are sent to all students who come through the **New Students Counseling Department** to complete the matriculation process to remind them to make an appointment to see a Counselor. During this appointment (usually an hour) the Counselor checks in with the student, assesses the progress of the student so far, makes referrals as appropriate, and works with the student to develop an educational plan to promote student success.

D.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Documents / Data

1. **The Learning Assistance Center's website** details all programs and services. See www.ccsf.edu/lac.

Activities

1. The **Learning Assistance Center** offers comprehensive academic support services as listed under “effective strategies,” with an emphasis on individual tutoring. Tutors are trained in a one-unit course to use active learning techniques. Both formal and informal referral systems exist. Workshops, study groups and supplemental instruction are areas for growth. The **LAC at Mission Campus** is now open. The **Office of Mentoring and Service Learning** collaborates with the LAC and **English** Department in a joint tutor-mentor training for tutors (LERN 10) and mentors who work throughout the college.
2. **ESL** provides tutoring under the auspices of the LAC, and discussion is underway to provide tutoring and workshops at other locations.
3. **English 91** has dedicated professional tutors who visit the classes, see students on lab days/times, and are available at other times for drop in visits. These tutors have received training in **Reading Apprenticeship** and other tutoring skills through LERN 10. The tutors are not located near classes, however, which almost certainly lessens their impact– students would be more likely to make use of them if they were near at hand.
4. An **English** Department computerized classroom, **Cyberia**, is available for basic skills students for drop in infrequently during the week (at other times it is used for classes). The response to Cyberia has been overwhelming; however, a separate lab and classroom are needed to increase available both to instructors who wish to take their classes there and to students who wish to do drop in hours there. Cyberia is located next to many of the English 91 classes, and this central location increases its impact on students – students are more likely to make use of it since it is near at hand. However, as increasing numbers of English 91 are offered, we are unable to get classroom space for them near Cyberia, which means that students in those classes are isolated from the lab and are less likely to use it.
5. There are three full-time **math** faculty members in the **Learning Assistance Center**. Each devotes 1/3 of their load to service to the LAC in tutoring activities and tutor training. The developmental **Math 860 Place in the LAC** provides a bridge between the basic skills **Math Lab** and the higher level services in the LAC. Math Lab tutoring is devoted wholly to basic skills students. The Math Lab has a staff of highly trained, full-time classified teaching assistants as well as student lab aides.