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 and provide direct access to people who want to review the original proposals.
Basic Skills Initiative Recommendation

Effective Practice:

C3 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.

Related Effective Practices: A3, C1, C4, D3, D4
Recommendation Number: _______
Work Group: Programs and Services

1. Recommendation

Develop a 12 unit Professional Development Certificate Program that includes courses that address topics such as developmental education vs. remedial education, integrative instructional delivery, contextual learning across disciplines, collaboration, practical experience with learning communities, cultural sensitivity, systems thinking, learning styles and strategies, learning brain, cooperative learning, assessment, critical pedagogy, and other best practices for teaching adult learners outlined in Basic Skills as a Foundation for Student Success in California Community Colleges, July 2007.

2. Rationale for Recommendation

Systematic, centralized, and institutionalized faculty training is recommended as a best practice. Rather than paying and/or requiring faculty to attend training, create a 12 unit credit professional development program that results in an increased salary step for faculty who successfully complete the program. A well organized, centralized, effective, and institutionalized training program might also attract regional, state, and national attention. A CCSF credit program will be low-cost to participants ($20/ unit or a total of $240. per participant) and also provide FTES for the District. The investment of $240. by each participant will demonstrate their commitment to the program and also result in thousands of dollars return for each participant over time from a salary step increase. Thousands of CCSF students will benefit over time.

3. Recommended Action Plan for 08-09 including outcomes expectations

Consult expertise within the District to develop curriculum. Consider conducting a three phase DACUM to develop and refine curriculum content with a panel of Bay Area adult education experts (perhaps from SFSU, USF, Stanford, UC, etc). Coordinate with appropriate CCSF departments (IDST has agreed to house the program) and services to prepare and process course outlines, proposals, materials and certificate program. Explore integrating existing CCSF curriculum such as Learn 50 and/or existing critical pedagogy courses into the Certificate Program.
4. Recommended 3-5 year action plan
   Develop curriculum and present to College Curriculum Committee during 08-09. Develop an assessment instrument. Offer the 12 unit Certificate Program twice in 09-10, then assess and revise as needed. Offer three to four times each year starting 10-11. Explore various scheduling options to accommodate faculty availability. Coordinate with administration and AFT to ensure salary step increase after successful completion. Create mentoring system with faculty who have completed the program supporting faculty current in the program. Develop an online/hybrid/distance learning version of curriculum to accommodate faculty schedules and serve faculty outside the Bay Area. Establish effective assessment to measure effectiveness of the 12 unit certificate program on student success. House the program CCSF’s Interdisciplinary Studies Department with coordinator reporting to the department chair similar to other programs in IDST.

5. Anticipated Impact on Student Success
   Students in all disciplines will benefit from the systematized and institutionalized approach to teaching and learning that faculty learn in the 12 unit training program. Student success and retention will improve in all demographic categories.

6. Challenges to Implementation
   • Developing a cohesive, credible, attractive, and appropriate curriculum with valid assessment.
   • Though a credit certificate program is probably the most cost effective ($20/per unit cost plus materials for each faculty member while the district collects FTEs from enrollment), it might prove challenging to get approval from the State Chancellor’s Office for a program consisting of upper division course materials at the community college level.
   • Acquiring sufficient IDST coordinating units through DCC negotiation.
   • Can the certificate credit sections be scheduled but not printed in time schedule with registration encouraged for targeted faculty?

7. Funding Needed or Other Resources Required for Implementation
   Total cost estimated at $20,000. DACUM costs would be $6000. to $10000., depending on whether or not DACUM panelists are compensated and/or travel and lodging expenses are involved. Course outline development and development of course materials by CCSF faculty would total approximately $10,000. In addition, course sections would require funding starting on 09-10, FTES generated would offset class section costs. For more info about DACUM:
   http://www.ccsf.edu/Services/CTE/crc/resources.html

8. Individuals and Units Responsible for Implementation
   Key responsible party would be Vice Chancellor Alice Murillo.
9. Shared Governance Process
   - Academic Senate Executive Council
   - Professional Development Committee
   - Curriculum Committee
   - AFT (ensure salary step increase)
   - DCC (house program in Interdisciplinary Studies and negotiate coordination units with Vice Chancellor)

    Improved classroom practices, increased student success, increased student retention
Effective Practice:
A4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Related Effective Practices:
A5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
B3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
D3 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.

Recommendation number:
Work Group: Basic Skills Programs and Services

NEW PRE-COLLEGIATE MATHEMATICS SECTIONS PARTNERED WITH RETENTION PROGRAM SERVICES

1. Recommendation
Increase credit mathematics offerings each semester by six course sections: two each of Math E3 Basic Mathematics, Math 840 Elementary Algebra, and Math 860 Intermediate Algebra.

At the same time, initiate partnerships between the retention programs (AASP, APASS, and LSN), EOPS, and the Math Department to improve access of students served by these programs.

2. Rationale
Precollegiate mathematics classes have been impacted for years. We deny access to hundreds of students wishing to take Math E3, Math 840, and Math 860 each semester. This demand is well documented in the DSS. Currently, all sections of these courses fill early in the registration process, even those offered in the afternoon.

This demand will soon increase even more. In fall 2009, the mathematics graduation requirement for the Associate's Degree will be raised from Math 840 to the level of Math 860 which means that more CCSF students will need to take even more math. We need to prepare now for this increased demand.
The college needs to improve the integration of counseling services with instruction. The proposed new math sections will be partnered with CCSF retention programs and EOPS. The English department has recently initiated a program of cooperation between counseling and instruction which can be the model for a new partnership between math and the retention programs.

3. **Recommended action plan for 2008-2009**
   - Increase math offerings by six sections: two each of Math E3, Math 840, and Math 860.
   - Each section will be partnered with a particular retention program from which fifteen students will receive registration priority.
   - One counselor from the corresponding retention program will be assigned to each section. The counselor will meet with students individually and attend the class periodically in order to establish a bond with both the instructor and the students.
   - Each class will visit its associated retention program's facility several times throughout the semester.
   - The retention programs will hire full-time classified math tutors to work with students in the corresponding sections. (This is a separate BSI proposal.)

4. **Recommended three to five year action plan**
   - We expect the new sections to become permanent additions to the math schedule.
   - The math department chair and retention program directors will monitor student demand and adjust offerings in order to maximize student access to math courses.
   - The math department chair and retention program directors will monitor student success rates which we hope will rise.
   - This partnership program will evolve in order to serve students even better through curriculum initiatives, professional development activities, and improved communication between counseling services and the mathematics department.

5. **Anticipated impact on student success**
   We expect to have a measurable improvement of student success in the affected courses, particularly from students in groups targeted by the retention programs.

6. **Challenges to implementation**
   **Staffing:** Two new full-time mathematics faculty need to be hired who are devoted to working with basic skills students. There are not enough part-time math instructors to accommodate this need.
Facilities: Classrooms on the Ocean Campus need to be made available for these sections. The possibility of moving other sections to other campuses needs to be explored.

7. Funding
The annual cost of this proposal amounts to the salary and benefits for two full-time faculty members.
Approximately $132,000 annually.

8. Individuals and Units Responsible
Mathematics Department Chair
Retention Program Directors
EOPS Chair

9. Shared Governance Process
New faculty positions need to be approved by the Faculty Position Allocation Committee and the Budget and Planning Council.

10. Proposed evaluation criteria
Student demand for the targeted courses should be relieved. This can be measured through the DSS.
Student success should be measurably improved. The math chair and the retention program directors will meet each semester to evaluate success.
Effective Practice:
A5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Related Effective Practices:
D10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.
D3 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.
A4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Recommendation number:
Work Group: Student Development and Academic Support

TUTORING AND ACADEMIC SUPPORT FOR MATHEMATICS SECTIONS PARTNERED WITH RETENTION PROGRAM SERVICES

1. Recommendation
Establish and maintain a holistic tutoring and academic support framework for pre-collegiate mathematics students served by the CCSF retention centers.

The mathematics department in collaboration with the retention centers (APASS, AASP, and LSN) will hire three full-time classified (3598) Student Aide III senior tutors to work directly with students in sections of math classes targeted by the retention programs.

The partnership of the mathematics department with the retention centers, the integrated role of counselors, and the need for new precollegiate math sections are outlined in a separate proposal. This proposal focuses on the need for three full-time senior tutors.

The duties of the senior tutors will include:
• Tutoring math in a CCSF retention center.
• Attending and assisting in three math sections targeted by the retention center.
• Establishing student study groups and peer mentoring groups attached to the targeted sections.
• Meeting regularly with the math instructors and retention center counselors attached to the targeted sections.

2. **Rationale**
Programs at CCSF such as Math Bridge and Puente have a proven track record, but are expensive and impact a small number of students. A big part of the success of these programs is their tutoring and study group components. The classified senior tutors in this proposal would allow us to greatly increase the number of students served in the Math Bridge/Puente model while at the same time keep costs within reasonable bounds.

The CCSF retention centers have already been successful in establishing English study groups in their facilities. This proposal will allow the college to expand the retention center study groups into math.

The senior tutors will also serve as a link between the mathematics department and the retention centers. 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.

3. **Recommended action plan for 2008-2009**
• Hire three full-time classified (3598) Student Aide III senior math tutors—one for each of AASP, APASS, and LSN.
• Each tutor will undergo training by both math and retention center faculty.
• Each tutor will attend up to three math sections targeted by the retention center for a total of 5 to 10 hours per week in order to get to know the students, the instructor, and to gain a deeper understanding of the subject matter.
• Each tutor will schedule ongoing study sessions attached to each targeted section.
• Each tutor will schedule approximately 10 hours of general tutoring per week in the retention center.
• Each tutor will consult regularly with the instructors and counselors attached to the targeted sections.
• Each tutor will work a few hours each week scheduling, research, and other administrative tasks.

4. **Recommended three to five year action plan**
• Experienced tutors will spend fewer hours in the math classroom, but still enough time to establish a bond with the students.
• Tutoring and study groups continue.
• Future duties should be adapted to meet changing needs.
• Experienced tutors will be encouraged to be innovative and experiment with new developments in the field.

5. **Anticipated impact on student success**
   We expect to have a measurable improvement of student success in the targeted courses.

6. **Challenges to implementation**
   **NEW math sections needed:** This proposal depends on new sections being added to the mathematics department offerings. Current mathematics offerings cannot accommodate retention center partnerships. **NEW math faculty needed:** New math faculty must be funded and hired to teach the targeted sections.

7. **Funding**
   The annual cost of this proposal amounts to the salary and benefits for three full-time classified (3598) School Aide III positions. Approximately $40,000 x 3 = $120,000 annually.

8. **Individuals and Units Responsible**
   Mathematics Department Chair
   Retention Center Directors

9. **Shared Governance Process**
   New classified positions need to be approved by the appropriate shared governance bodies.

10. **Proposed evaluation criteria**
    Student success should be measurably improved. The math chair and the retention program directors will meet each semester to evaluate success. Student satisfaction should be improved. This can be measured through a survey.
BSI-PS 4

Basic Skills Initiative
Recommendation Form

Effective Practice: C3, A5, D10
Related Effective Practices: A3, A4, B3, C1, C2, C4, (all D’s)
Recommendation Number:
Work Group: Basic Skills Programs & Services
Co-chairs: Mary Bravewoman, Rose Marie Roberson

1. Recommendation
Allocate 20 hours per academic year for the purpose of training all school tutors, including school aide III tutors, peer tutors, and faculty tutors. These sessions will be spread over the year to achieve the following:
1. Educate tutors about resources available for students in the district. This may include overviews of the registration process, student health services, academic counseling, academic support services (DSPS strategies lab/AAP, Math Lab, Reading Lab, Writing Lab, WSP, library resources), and other student organizations and services (APASS, AAAS, LSN, DSPS, EOPS, book vouchers, veteran programs).
2. Promote district-wide interaction among school tutors of different programs. This will allow tutors from one program to share their expertise with those of another program.
3. Provide a general overview on working with students. This will include working with diverse populations.
4. Train tutors in effective teaching methodologies in content areas (e.g., Math Lab tutors will focus on the Math E, 835, 840 and 850 content.)

2. Rationale for Recommendation
Currently, most of the school’s tutors are taught “on the job” and as a result they may not have any formal training in effective instructional practices. In addition, these staff members typically spend a large amount of their time working with basic skills students on an individual basis. Often this relationship can be more personalized than a faculty-student relationship. By acquainting the tutors with resources available on campus, they can help struggling students to access the programs necessary to insure these students' success. Finally, interdepartmental trainings among tutors will help create a “sense of community” throughout the school and help to facilitate the spread of effective teaching practices between programs.

3. Recommended action plan for ’08-’09 including outcomes expectations
All departments with tutors will allocate 20 hours for training for the 2008/2009 academic year. Content specific training will be developed by faculty members from that discipline; however, input will be obtained from instructors of related disciplines. For example, training content for the writing lab tutors will be developed by faculty from the English department in collaboration with faculty from the ESL department to help make the tutors aware of instructional practices for English language learners. For the district-wide informational meetings, representatives from the various programs and departments will work together to generate the relevant content. In addition, all tutors will have access to a handbook of student resources (separate recommendation).
Experienced tutors will be given the opportunity to replace some formal training sessions with other professional development activities (e.g., reflective teaching groups, generating training/resource materials for other tutors, etc.) with their supervisor’s approval.

4. Recommended 3-5 year action plan
Training handbooks will be created for tutors. These will include discipline-specific instructional methodologies, general guidelines on working with students, and a thorough list of district-wide resources for students. These handbooks can be written by instructors/directors associated with each program, but may also include contributions from experienced tutors.

5. Anticipated impact on student success
By formalizing the training received by tutors, the students will benefit from consistent reinforcement of the proper instructional techniques. The tutors will also gain knowledge of important services offered in the district; this will create a new pathway for directing students to crucial support programs and services.

6. Challenges to implementation
- Scheduling common time among programs employing tutors throughout the district
- Identifying district-wide resources for students

7. Funding needed or other resources required for implementation
- Tutors will need to devote 20 hours per academic year for training meetings.
- Instructors and program representatives will be invited to create and deliver training materials.

8. Individuals and Units responsible for implementation
The Vice Chancellor for Academic Affairs or her designee will be responsible for implementation.

9. Shared governance process
Consult with Senate and Academic Policies Committees to determine whether any of part of this recommendation requires shared governance consideration.

Students accessing tutoring services will be asked to evaluate their satisfaction with these services. This may include: the tutors’ clarity in explaining the material, their knowledge of the programs and services in the district, and their rapport with students.
Basic Skills Initiative
Recommendation Draft

Effective Practice: D4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Related Effective Practices: D1 - D3, D6, D8, C1-C5

Recommendation Number: 
Work Group: Basic Skills Programs and Services

1. Recommendation:
Expand culturally responsive teaching (through the Multicultural Infusion Project) to a broader group of faculty, especially those who teach general education courses that serve basic skills students.

2. Rationale for Recommendation
The Multicultural Infusion Project (MIP) is a professional development program that provides faculty with resources, training and incentives to infuse multicultural content and perspectives into their practice. The project focuses on teaching and counseling strategies that seek to increase student equity and success, especially for underrepresented students. Sue Homer and Lynda Hirose are co-coordinators of the project. The current components of MIP include:

- Foundational workshops: Each Fall, 15-20 faculty attend the first series of workshops
- Work Sessions: this Spring, about 40 faculty are participating in 6 different workgroups, focusing on transformation of different aspects of their practice
- Retreats and Institutes: Approximately 45-55 current and continuing MIP faculty participate in a 2 day intensive workshop, focused on a theme related to culturally responsive education.
- Campus wide events: Between 200-400 students, staff and faculty attend a presentation by a speaker. Smaller group discussions with the speaker consistently draw 35-50 faculty.
- MiniGrants: This Spring, MIP awarded 8 faculty with grants to create new materials or develop new methods of practice that are culturally responsive. Only current participants in MIP were eligible to apply for /receive MiniGrants.

Currently, the project serves a substantial number of Basic Skills faculty in English, ESL and Math, which has been essential to its success. In order to have an impact on a greater number of students, the project should be expanded to reach more faculty in a broad range of programs and disciplines. By offering discipline specific workshops, we can focus the trainings to better match faculty needs (which appeal to faculty in the sciences, arts and in specific programs). Expanding Mini-Grants and workshops for all faculty enable us to reach many part-time faculty (who may not have the time or the inclination to come for the foundational series). And all 3
strategies help to reach those who aren't already inclined to teach in culturally responsive ways (in addition to those who apply for the yearlong series currently).

This model of staff development directly addresses many of the 26 “effective practices”, including:

- MIP’s approach is based on sound principles of learning theory (including learning styles, multiple intelligences and multicultural pedagogy), all of which are directly addressed in MIP workshops. (D1)
- Culturally responsive education emphasizes a student-centered approach, which addresses the development of the whole student—cognitive, social, and emotional (D3).
- The project facilitates a variety of instructional practices to accommodate student diversity and gives instructors the opportunity to share instructional strategies through workshops, sessions focusing on instructional practice, and through the MiniGrant process. (D6, D8).
- MIP is an ongoing, varied approach to staff development that is responsive both to the needs of the faculty and diverse student populations (C3, C4) MIP participants evaluate all MIP activities, and the leadership team refines/revises our activities to better reflect the needs of our participants as a central component of our planning process.

3. **Recommended action plan for ’08-’09 including outcomes expectations**

Expand MIP to reach broader range of faculty by:

- Providing an opportunity for all faculty, especially those who teach general education courses, to apply for and receive MIP MiniGrants, which encourage faculty to develop multicultural course content, teaching methods and counseling approaches specific to their own practice. Currently, only faculty who participate in MIP’s foundational workshops in the Fall are eligible to apply for and receive MiniGrants. We granted 8 MiniGrant awards to faculty members in MIP this Spring. Outcome: 10-12 additional faculty receive and complete MiniGrants by the end of Spring 2009.

- Provide 1-2 workshops per semester open to all faculty, focusing on culturally responsive education, multicultural pedagogy, and related topics (depending on and responsive to faculty and student needs) Outcome: 35-40 additional faculty participate in workshops in 2008-2009.

- Provide staff development trainings and activities to specific schools, departments and programs on culturally responsive education in their respective disciplines/areas (e.g., in the sciences, for classes linked with retention programs, etc.) Outcome: 12 faculty participate in trainings specific to their area/discipline by Spring 2009
4. **Recommended 3-5 year action plan**
Continue to expand the number of faculty who participate in workshops and staff development activities on culturally responsive teaching and practice. Develop activities to encourage faculty to deepen their knowledge and application of culturally responsive teaching, counseling and student support.

5. **Anticipated impact on student success**
Research shows that culturally responsive education enhances student success, especially for underrepresented students (who are the vast majority of basic skills students). We anticipate increased student retention, success and persistence among students who are served by faculty who transform their practice.

6. **Challenges to implementation**
   - Time (faculty are already very busy)
   - Lack of knowledge/misperceptions about multicultural education

7. **Funding needed or other resources required for implementation**
   - Stipends/noninstructional pay for participants
     MiniGrants: 12 faculty X 20 hours X 42. = 10,080 X 2 semesters = 20160
     Program/Discipline specific training: 12 faculty x 12 hours X 42. = 6048
   - Release time/overload for coordination of Minigrants and delivery of additional workshops
     .40 (to be divided among faculty with expertise in specific areas)
   - Outreach/Workshop materials

Total: 26,208 plus .40 release time

8. **Individuals and Units responsible for implementation**
The Faculty Co-Coordinators (Sue Homer and Lynda Hirose) and Faculty Leadership Team of MIP, reporting to the VC of Academic Affairs.

9. **Shared governance process (if needed for approval)**

10. **Proposed Evaluation Criteria**
Participating faculty should evaluate project activities on a regular and ongoing basis. In addition, for MiniGrants, evaluation criteria include assessment of outcomes and sustainability, as well as sharing of resources and findings with the campus community.
Effective Practice: **Student Success Peer-Mentor Project**

Related Effective Practices:
A.5 (integration among academic and support services),
D.3 (holistic development of all aspects of the student),
D.4 (application of Culturally Responsive Teaching theory and practices),
D10 (comprehensive academic support mechanisms),
D.9 (closely monitor student progress),
D.2 (practices that have proven to be effective within specific disciplines)

Recommendation Number:
Work Group: Programs and Services

---

1. **Recommendation:**
   - Establish 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 that 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, Counselor, Librarian, and/or other support staff.
   - The “Project Sponsors” would be responsible for:
     - Creating the vision and direction for their specific project: who specifically would it serve: would it be a homogenous content area or a group of students taking different basic skills courses; which specific learning outcomes or success markers does the project aim to address?
     - Incorporating Culturally Responsive Teaching (CRT) theory and practices into the development of the project and the collaborative work that will shape the work the mentors will do with the students;
     - Collaborating with CCSF groups like the student-led peer-mentor program Students Supporting Students (SCubed) for effective CRT practices
     - Selecting, training and keeping regular communication with the mentors: meeting with the mentors regularly, providing or arranging specific training that the mentors might need, and providing or facilitating conflict-resolution when necessary. The team would also be responsible to conduct outreach to appropriate courses/programs to bring in mentees.
     - Assessing the project
   - The Peer-mentors:
     - will work with the Project Sponsor Team to decide on the best approach to working with the mentees. This might be spending some time in the designated course(s) classroom as well as spending time one-on-one or in small study group settings.
provide social and emotional support as well as providing some content support. They also can refer students to College resources and work with the Counselor and Librarian to support their efforts.

- provide a role model of success and achievement. Unlike other programs, in which the peer-support comes from someone who may not share the same background or experiences as the student, a mentor is selected because s/he has experienced the course work and the challenges that the student is facing and has overcome obstacles and has achieved success.

- check in regularly with the Project Sponsor Team to keep them updated on mentee progress and challenges, to collaborate on best approaches to increase success, and to solicit advice and ask for resources when needed.

2. Rationale
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 affective netting that catches some students who are falling through the cracks.

The Need for Mentor Projects focused on Basic Skills Students
In the 8 years that The Office of Mentoring and Service-Learning (OMSL) has been supporting Peer-Mentor projects we have seen the interest in and the need for peer-mentors grow. The projects that OMSL supports have grown from a handful to currently 29, in areas such as Chemistry, Biotechnology, and higher level Math as well as in “retention” efforts such as APASS and TULAY, and Student Development programs such as International Student Counseling and Disabled Students Program and Services. The data that the OMSL has looked at shows that peer-mentoring does make a difference in student success rates, as measured as a grade of C or higher and in reducing withdrawal rates. In Fall 2005, the data showed out of approximately 650 students for whom we had accurate information, that 84% of those that received some form of mentoring received a grade of C or higher as compared to 56% of those who did not receive mentoring. In addition, those receiving mentoring had a withdrawal rate of 5% compared to the 28% withdrawal rate of those who did not receive mentoring.

An unintended but hugely significant benefit of peer-mentoring is the success of the mentors. Depending upon the design of the project and the interest and capacity of the Project Sponsor, the OMSL has seen that the peer-mentor project organically evolves into a leadership development program. Mentors increase their communication skills as well as deepen their understanding of content.
material. Many mentors were mentees themselves in previous semesters. Mentors feel a connection to the college and to their faculty and staff mentors that enables them to achieve success both within academics and in their own communities.

However, while many OMSL project sponsors developed their projects in part to address the ESL and basic skills needs of their students, we have had very few faculty design peer-mentor projects focused specifically on Basic Skills Students. Perhaps the reason for this is that faculty perceive the needs of Basic Skills students to be greater than one person can address. Therefore, this proposal has the goal of creating a team of sponsors to work together to design an effective project.

The difference between OMSL Peer-Mentor Projects and Student Success Peer-Mentor Projects

While the proposed design of the Student Success Peer-Mentor Projects is similar to OMSL projects, there are significant differences:

- Project Sponsors would be made up of a team of members, representing instruction, student development, and library resources
- Culturally Responsive Teaching would be integral to the work of the Project Sponsor Team and mentors
- An Advisory Committee, including students, would be established to support the Team and mentors.

3. Recommended Action Plan for 08-09; outcomes and expectations

- Establish three one-year foundational Student Success Peer-mentor projects. Invite interested faculty and staff to submit a brief proposal naming collaborative team, population of students to support, targeted learning outcomes or success markers.
- Hire a Coordinator with instructionally-related funds to facilitate the work of the projects
- Establish a group to act as “advisory team” including faculty, counselors, librarians, and students, to put out call for proposals and to evaluate proposals, to support and advise the Project Sponsor Teams.

If each project can recruit and serve 25 “mentees”, reaching a total of 150 students over the course of one-year, the college will have spent $313 per student to increase academic success.

4. Recommended 3-5 year action plan

Continue the expansion of the Student Success Peer-Mentor projects along the lines of the engaged department model so that students moving within a curriculum can expect to receive a similar kind of support through their departments or basic skills collaborative.

5. Anticipated impact on student success
After one year of program, 85% retention, 70% Success as measured by grade of C or higher, Increase in overall GPA, Increase in Persistence to subsequent basic skills courses.

6. Challenges to implementation
Designated area/classroom that can serve the three projects
Funding
Start-up outreach (always difficult in the first semester of a project that depends on the recruitment of mentors who have been through the courses/program, but can be assisted with the aid of other programs, like the retention programs and SCUBED to recruit mentors)
Training or informed discussions on Culturally Responsive Teaching theory and practices

7. Funding needed or other resources required for implementation
- Identified location/classroom set aside for specific times for students to meet with peer-mentors, faculty, counselor, support staff
- Coordinator Stipend
- $750 in supplies, refreshments
- $28,350 in lab aide funds
  5 mentors x 7hrs a week= 35 hours x 15 weeks = 525 hours (@$9/hr) a semester/per project = $4725 x 2 semesters = $9450 per project for one year. Three projects = $28,350
- $18,000 in Instructionally related funds
  25 hours of NI pay (@ $40) per Sponsor Team Member per semester = $1000 x maximum 3 members = $3000 per semester x 2 = $6000
  3 projects = $18,000

Total: $47,100

8. Individuals and Units responsible for implementation
- Advisory Team
- Coordinator
- Staff Development Team: Provide a team of staff development folks that act as “trainers” or resources on Culturally Responsive Teaching theory and practices (MIP, student groups such as SCubed, retention programs, and others as resources)
- As Coordinator of OMSL, I am willing to work with and support the Coordinator, Advisory Team, Project Team and mentors in whatever way they need; the OMSL can help by providing office support: budget management, student and faculty paperwork, etc.

9. Shared governance process

Student focus groups or other assessment techniques for participants' perceptions of success and challenges of project.
Basic Skills Initiative Recommendation

Effective Practices: C3 A5 D10
Related Effective Practices: A3, A4, B3, C1, C2, C4
Work group: Programs and Services
Co-chairs: Mary Bravewoman, Rose Marie Roberson

Background: ESL at the three lowest levels (ESL 110, ESL 120, ESL 130), which have recently been designated as Basic Skills classes, had their hours decreased significantly (8-10 hours to 6 hours) about four years ago. Most of my colleagues and I who teach at these levels do not feel that we are now able to adequately prepare students for the higher levels with this reduced time. Recently, a survey of these instructors highlighted these concerns.

1. Recommendation:

I propose creating a separate lab to specifically target and serve the ESL 120 students.

1. I recommend that we have a quiet room-space in the library, or other available space for a few hours in the morning and a few hours in the afternoon for ESL 120 students in particular. Now the LAC is mainly focusing on our upper level classes for workshops and tutoring, and that huge space is daunting for these new entry students. Having their own lab would create a sense of a community of students at the same level of English proficiency. Together they could work intensively on developing their English skills. These students are only concentrating on ESL skills at this level and therefore, form a very tangible cohort already. ESL 120 students could commit to certain hours of the day and week to attend the lab and thereby further create a cohesive unit.

2. We should have two advanced students from ESL 160 to always be available in the room. Erika Delacorte, who runs the LAC lab, has two students this semester for the first time helping this same level with reading in the LAC. The needs of this population have started to garner attention as a matter of concern in our department.

3. Furthermore, I recommend that we have two instructors overseeing this ESL 120 lab. They would be involved as far as tutoring, providing materials to be studied, and giving advice to the student tutors. These instructors would be those who were and have been regularly teaching this level. Instructors do not have to be present at all times in the lab.

4. These ESL 120 students could receive one extra hour a week of class units but need to spend two-three hours a week at this lab to practice and reinforce the writing, reading, and grammar skills already being taught in their classes.

5. The ESL 120 students would have a few specific counselors working with them as a group and as their designated, assigned counselors. These counselors would advise and support them as a cohort with sessions addressing their questions and concerns. The counselors would be available for moral support and encouragement.

2. Rationale for Recommendation:
Retention-retention-retention-
This would better prepare students for work at the ESL 130 level and up. It would give them a stronger foundation in all the skills that they need at the higher levels. Now when they come to ESL 130 from ESL 120, only the very top students are at the level of the ESL 130 students who actually test into this level. The ESL 120 level to the ESL 130 level is a big jump in vocabulary and overall command of English necessary for success. We need additional support for these students to help prevent their high attrition rate, which has been documented in a recent study by Sharon Seymour. When students start at the lower levels their drop out rate is very high. They become discouraged from lack of success in these high-paced and densely packed integrated classes. In general, in ESL, we are experiencing a significant decrease in student enrollment by 26% in the past few years.
This is a fragile and at risk population of students coming up mainly from non-credit classes. Most have very weak academic backgrounds and lack of preparation and skills. Most are first generation college students with parents with very little education. Moreover, the credit ESL department is making increased efforts to attract more low level students from non-credit, partially to increase our enrollment numbers, but when they get to credit at this low level, they are not getting enough instruction hours to prepare them adequately for success at the next levels.

In addition, according to the counselors, there is also a problem with finding adequate hours at this low level for the students to enroll in to receive financial aid, health insurance and other benefits. Adding an extra hour to their time would aid students in this way.

3. Recommended action plan for ’08-09
We would need to start in Fall of 2008 to add an additional hour to the ESL 120 class units in the schedule for the Spring and to organize the lab. We would need to change the course outline for this level to add this 2-3 hour lab requirement. In Fall 08 the ESL 120 teachers would plan the materials to be covered and put together a workbook to supplement and support their current class work with exercises that can be done fairly independently. A set of simplified readers would be chosen and lessons planned around them to develop students’ nascent reading ability in English.

4. Recommended 3-5 year action plan: If this ESL 120 plan proves successful, then I propose that we expand this support to include the ESL 110 students and the ESL 130 students as well.

5. Anticipated impact on student success: The students would be better prepared to continue to our higher levels of ESL, and therefore not become demoralized and experience early failure in their educational goals and consequently drop out of school. Students would have a higher success rate in ESL 130 and from there on in our program.

6. Challenges to implementation: Instructors at the 120 level would need to agree to work in the lab, organize the lab, and prepare supplemental materials. I think the interest and awareness of the need is adequate
for this project from the members of the lower level reading committee. A space to accommodate about 15 students at a time would need to be available for about six hours a day.

7. Funding needed:
Some funds should be made available to compensate ESL 120 instructors for planning and organizing the materials to be used in the lab. Perhaps about 30 hours at the non-instructional teaching rate. Student tutors (student tutor pay rate) during all hours of the lab and instructors (LAC rate) during half of the open hours of the lab would need to be paid. The instructors could receive an hour or two of extra pay at the LAC reduced rate, and in addition, they might be willing to devote one hour twice a week from their office hours to work with these students. These students don’t generally avail themselves of seeking out the instructors at their offices since this is intimidating. However, these additional costs could be somewhat balanced by the additional hour of credit the students receive and would pay for. A quiet small room would need to be made available for a substantial amount of time during the week for this lab.

8. Individuals and units responsible:
The instructors at the ESL 120 level would need to form a committee to organize and implement this lab. Then two instructors would need to be the main coordinators of the lab.

9. Shared governance process:
Probably we would need to get the extra hour of student units accepted by the committee which adds new courses etc. We would need to have our course outline for ESL 120 changed to require the 2-3 hour a week of lab time.

10. Proposed Evaluation Criteria:
We would need to do a study to see if the retention and pass rate of the ESL 120 students are higher than they are currently after this required lab is in place for a year or two.
Effective Practices:

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

D.3 The developmental education program addresses holistic development of all aspects of the student.

Related Effective Practices: B3, D4, D9, D10

1. Recommendation

Create a first year experience project using a learning community model for first-generation and under-represented college students who test into Basic Skills. These communities would each focus on a different theme (e.g. “Whose Country Is This Anyway: Rewriting America’s History,” “Our Environment and Our Future,” or “Finding Our Way in a Diverse World”). The First Year Experience (FYE) program would consist of instructional faculty, counseling faculty, peer mentors, peer and professional tutors, and clerical support staff.

A minimum of 6 units would be required each semester: students would enroll in 6 core units for semester 1 (English 93 plus college success during pilot), plus 3 core units during semester 2 plus an additional class with service learning component. Optional links to additional themed classes can be added at students’ discretion.

Please see attached chart (pg. 7) for program overview.

The FYE program would offer the following opportunities:

- Orientation: Hands-on event designed to enhance transition to the college.
- Early Group Registration: Priority registration for all students participating in the program. (Additionally, priority “add passes” for all classes linked to the program.)
- FYE Instructional and Counseling Faculty Team: A diverse team of caring and dedicated faculty to provide instruction, counseling, and holistic support for program participants.
- FYE Counseling: One or more dedicated counselors to assist students with academic planning, career and transfer goals, and personal counseling. FYE will include a strong transfer component.
- Learning Community Courses: A flexible combination of courses linked by theme (and scheduled so as to make links available). A required, core Basic Skills course with first-semester IDST 50 and enhanced via link with additional Basic Skills and general education courses. Students take additional classes to reach full-time status.
- College Success Strategies: Course taught by counseling faculty and designed to help new students learn to be successful in college.
• Peer Mentors: Students who have completed the first year curriculum at the college and are in good standing are available to provide assistance and mentorship to program participants.
• Tutors: Trained professional and peer tutors specifically available to assist students in FYE.
• Group Tutoring/Study Groups (with consistent study space + computer access)
• Focus on transfer: Links to transfer institutions, including transfer workshops, visits to campuses, etc.
• Special Theme-based and Program Events:
  1. Guest speakers and colloquia
  2. Conferences and workshops
  3. Community events
  4. Service learning

Proposed learning communities courses include English 93, ESL 160, Math 840, Math 860 and IDST 50 (AAPS 100 as another option to IDST. 50). There will be a central theme to each linked learning community.

2. Rationale
The purpose of this proposal is to increase equity and success for under-represented students at City College who place into Basic Skills classes, especially first generation college students who may have limited access to information about navigating college and college success.

This proposal would create a pilot First Year Experience model with core elements that lend themselves not just to student retention and success, but to expansion to larger populations of CCSF students through additional core courses.

A number of impressive (and constantly improving) programs on campus currently incorporate learning communities to support students with increasingly "wrap-around" services. Some (such as those run by our Retention Centers) incorporate counseling, professional tutoring, instruction, and workspace; others (such as the 91 course) offer intensive instructor-student contact and professional tutoring for extensive academic work. In their own ways, these communities acknowledge that "programs must deal with all aspects of student development—personal, as well as academic" (McCabe and Day, qtd. in BSI 50).

Being part of an identifiable learning community will help students "identify strongly with a particular college" (BSI 51) by building a cohesive learning environment and community and utilizing what some programs have called the "posse effect" (peer support and success within a cohort). Identification with an institution as large as CCSF requires engagement and personal relationships, and the FYE program will provide this support, building in multiple opportunities for interaction and contact, resulting in more holistic relationships and stronger mentorship).
No one program is likely to work for all developmental students, but a flexible First Year Experience program would provide levels of support and community building to offer each student an opportunity to engage and have substantial successes in key courses, making significant progress through development and pre-collegiate courses.

A model that is flexible but necessarily builds opportunities for student engagement should include structural elements that build student success through institutional engagement, community building, support (from peers, faculty, tutors, and staff), and "affective and motivational attributes" (51). (BSI: "Colleges seeking to increase achievement of developmental learners might first consider expanding mechanisms to build affinity and social integration as platforms for intensifying student commitment and motivation" [51].)

3. **Recommended Action Plan for 2008-09**
   - Identify pilot participants and determine / resolve scheduling.
   - Coordinate with other support programs to collaborate on program and services.
   - Provide training and staff development on culturally responsive teaching theory and practice.
   - High school student recruitment (Spring 2009) via new Retention Centers orientations and placement testing in SF area schools. (Pilot recruitment model and orientation underway Spring 2008.)
   - Training and curriculum development summit retreats for FYE faculty and staff.
   - Develop two pilot learning communities for first year students.

4. **Recommended 3-5 Year Action Plan**
   - Implement First Year Experience program 2009-10, and repeat for 3 following years.
   - Expand learning communities to five linked learning communities; expand themes and target additional “core” courses (such as Math, ESL).
   - Continue to provide training and support for all faculty and staff.
   - Continue to recruit new faculty and students into the program.

5. **Anticipated Impact on Student Success**
   - Increased student retention (similar FYE program at El Camino College reports 87%)
   - Increased student involvement and motivation; identification with college and CCSF
   - Increased academic achievement (time to degree completion or transfer)
   - Greater appreciation for diversity
   - Greater sense of connection and collaboration with peers and faculty
   - Enhanced ability to synthesize material from different disciplines (critical thinking and analytical skills)
   - Increased transfer rates (similar program at El Camino College reports 82% transfer rate for FYE participants)
6. **Challenges to Implementation**
   - Adequate funding to implement and sustain all program elements
   - Space for program and participants
   - Scheduling: student recruitment and continuation contingent on student availability
   - Sustainability of comprehensive training and staff development, especially in Culturally Responsive Teaching
   - Recruitment and retention of professional tutors and staff
   - Recruitment and retention of instructional and counseling faculty

7. **Funding Needed or Other Resources Required for Implementation**

Possible funding sources: Basic Skills Initiative.
Based on an effective practice at El Camino College, participation incentive for teaching and counseling faculty and wages for peer mentors, professional and peer tutors are as follows:

   - $4500 ($500 per faculty x 9 faculty)
   - $500 supplies

B. First year implementation: professional development, training, meetings, student contacts (2009-2010).
   - $9000 ($1000 stipend per faculty x 9 faculty)
   - $6804 (3 mentors x 7 hrs a week x 18 weeks @ $9hr x 2 semesters)
   - $9720 (3 peer tutors x 10 hrs a week x 18 weeks @ 9 hr x 2 semesters)
   - $21600 (1 professional tutor x 30 hrs a week x 18 weeks @ $20 x 2 semesters)
   - $500 supplies
   - $1000 discretionary

C. Second year implementation: professional development, training, meetings, student contacts (2010-2011).
   - $6750 ($750 stipend per faculty x 9 faculty)
   - $6804 (3 mentors x 7 hrs a week x 18 weeks @ $9hr x 2 semesters)
   - $9720 (3 peer tutors x 10 hrs a week x 18 weeks @ 9 hr x 2 semesters)
   - $21600 (1 professional tutor x 30 hrs a week x 18 weeks @ $20 x 2 semesters)
   - $500 supplies
   - $1000 discretionary

D. Third year implementation: professional development, training, meetings, student contacts (2011-2012).
   - $4500 ($500 stipend per faculty x9 faculty)
   - $6804 (3 mentors x 7 hrs a week x 18 weeks @ $9hr x 2 semesters)
   - $9720 (3 peer tutors x 10 hrs a week x 18 weeks @ 9 hr x 2 semesters)
   - $21600 (1 professional tutor x 30 hrs a week x 18 weeks @ $20 x 2 semesters)
   - $500 supplies
   - $1000 discretionary
E. Fourth year implementation: professional development, training, meetings, student contacts (2012-2013).
   • Teaching and counseling faculty: additional compensation phrases out.
   • $6804 (3 mentors x 7 hrs a week x 18 weeks @ $9/hr x 2 semesters)
   • $9720 (3 peer tutors x 10 hrs a week x 18 weeks @ $9/hr x 2 semesters)
   • $21600 (1 professional tutor x 30 hrs a week x 18 weeks @ $20 x 2 semesters)
   • $500 supplies
   • $1000 discretionary

Total Budget (four years of implementation and 1 year of pre-planning): $183,746
   • $152,496 lab aide/instructional related funds
   • $24,750 stipends
   • $6,500 supplies/discretionary

Note: This budget does not include funding for additional courses.

8. Individuals and Units Responsible for Implementation
English, math, Retention Programs and New Student Counseling Department are the primary units responsible for implementation. Other departments are recruited and share responsibilities as the program expands.

9. Shared Governance Process
   • BSI approval process: BSI Steering Committee, Oversight Committee, etc.
   • Departments and other interested college entities (English, IDST, Retention Programs, New Student Counseling, Math, ESL, etc.)
   • Faculty senate
   • AFT 2121
   • Board of Trustees

   • Approaches:
      1. Formative Assessment: data is collected during the time of the project to improve the project at that time.
         ✔ Small Group Instructional Feedback (SGIF, adopted from Dr. Joseph Clark from the University of Washington): formative approach that uses small group and large group consensus to provide feedback from students to instructor.
         A. Facilitator from the college meets with instructor to outline the SGIF process and to identify specific area of feedback.
         B. SGIF session: facilitator meets with students and instructs students to break up in groups of five or six students. Students answer questions (pre-determined by faculty and facilitator). Each group presented feedback to the whole class. The whole class must reach consensus on their feedback. Facilitator collects written feedback and notes from students. Facilitator presents written summary of the feedback to the instructor during the feedback interview.
2. Summative Assessment: data is collected post-project to improve future practices.

- Assess students on the following criteria:
  1. Learning (course grades)
  2. Retention (course completion)
  3. Persistence (continuation to the next level and/or stay in school)
  4. Involvement in campus programs and activities
  5. Time to degree or transfer
  6. Course satisfaction

**Proposed pathways: First Year Experience**
Proposed core course for pilot: Eng 93/96, with two themed pathways.
Adult Learning and Tutorial Center (ALTC) New Transitions Program

Effective Practice:

D10 Programs provide comprehensive support mechanisms, including the use of trained tutors.

Related Effective Practices:

A4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

A5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

A7 Institutions manage faculty and student expectations regarding developmental education.

B1 Orientation, assessment, and placement are mandatory for all new students.

D3 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.

Recommendation Number:

Work Group: Basic Skills Programs and Services

1. Recommendation
   Hire a year round, fulltime School Aide III (3598) at the Adult Learning and Tutorial Center of Transitional Studies to: 1) Assist with in-depth orientation and assessment of 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 vocational and credit opportunities as students are ready to advance.

2. Rationale
   The Adult Learning Center of Transitional Studies/JAD works with a fragile adult student population studying at beginning levels of literacy as well as in GED, trade apprenticeship, and credit course prep. The New Transitions Program – a year round fulltime School Aide III (3598) - would provide these students with the ongoing, stable support they need and that short term work study students, mentors, and volunteer tutors cannot provide. Fulltime, year round status would make this a viable position for a professional tutor.
3. **Recommended Action Plan 08/09**
   Hire a year round fulltime 3598. Develop a tool for student and faculty assessment of benefits and a rehire process to ensure continuation of the program if the position becomes vacant.

4. **Recommended 3-5 Year Action Plan**
   Modify job emphasis based on the experience and assessment of early semesters.

5. **Anticipated Impact on Student Success**
   Larger numbers of ALTC students will complete the transition from initial orientation and assessment to class attendance. Retention in classes will increase with this holistic support. More students will acquire the resources and confidence to pursue vocational and academic goals post-GED.

6. **Challenges to Implementation**
   The ability to rehire if this classified position becomes vacant will need the support of administration.

7. **Funding Needed or Other Resources Required for Implementation**
   Ongoing funding to pay a fulltime, year round School Aide III.

8. **Individuals and Units Responsible for Implementation**
   Setting up, monitoring, and administering the program would primarily be the responsibility of the ALTC Coordinator with support from ALTC faculty and the Transitional Studies Department Chair.

9. **Shared Governance Process**
   As guided by the Basic Skills Initiative process.

10. **Proposed Evaluation Criteria**
    Evaluation processes for 3598s are already in place. The development of a student and faculty assessment tool has been noted above.
1. Recommendation: The Financial Aid office will explore the feasibility of providing book vouchers to students who have placed into basic skills classes and are eligible for financial aid.

2. Rationale for Recommendation:
   • Students often report not having books for the first few weeks of the semester because they are waiting for their financial aid to be dispersed.
   • The lack of textbooks sets students up to fall behind, if not fail, from the start.
   • The lack of books is especially detrimental in math classes, as well as classes where online homework requires an access code from the textbook.
   • Students need access to all of the tools for success from the first day of the semester.
   • EOPS currently has a system in place where students receive a book voucher prior to the start of the semester that allows them to purchase books before the first day of classes.

3. Recommended action plan for ’08-’09 including outcomes expectations: Explore the possibility of developing a system (similar to what EOPS has in place) to provide book vouchers to all basic skills students receiving financial aid.

4. Recommended 3-5 year action plan:
   • Book vouchers will be made available to basic skills students who are receiving financial aid at least two weeks before the start of each semester.
   • The cost of the voucher will be deducted directly from the anticipated aid before it is dispersed.

5. Anticipated impact on student success:
   • Students will have their textbooks earlier in the semester and will be less likely to fall behind, as a result will have a greater chance of passing the class.

6. Challenges to implementation: Unknown at this time

7. Funding needed or other resources required for implementation: Unknown at this time
8. Individuals and Units responsible for implementation:

9. Shared governance process (if needed for approval):

10. Proposed Evaluation Criteria:
Basic Skills Initiative

Effective Practice: **D10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.**
Related Effective Practices: A5, D3, D4, D9
Recommendation Number: 1
Work Group: Student Development and Academic Support

---

**ESL Partnerships: Early Alert Program**

1. **Recommendation**
   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 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.

   The ESL Partnerships Coordinator will work with faculty in various disciplines (1) to determine the instructional barriers and needs of language minority students in their courses, (2) to design an appropriate process for intervention, and (3) to serve as a resource in issues of language learning and pedagogy. The focus in team meetings will be on a holistic view of the students’ language learning, education, and career goals.

2. **Rationale for Recommendation**
   The ESL Dept. Early Alert program has improved student success in every semester that it has been in place, so the ESL Dept. would like to extend this service 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. In response to requests from several departments, including Radiologic Technology/DMI, Computer Networking (CNIT), and Health Education, the ESL Department piloted this effort in Fall 2007. Department chairs and instructors have responded enthusiastically in referring students who have attended advising, tutoring, and workshop sessions. The ESL Dept. would like to continue and expand this service.

3. **Recommended action plan for ’08-’09 including outcomes expectations**
   The ESL Department Chair and the ESL Partnerships Coordinator will expand the pilot program by meeting with department chairs and faculty from more departments that offer GE and CTE courses. The ESL Partnerships Coordinator will conduct a needs assessment of each participating department and prepare an individualized plan to address the
language-learning needs of its non-native English-speaking students. Each semester an Early Alert process will be conducted and services provided to participating students.

By the end of Spring 2009, the ESL Partnerships program will have served a minimum of 100 students and will continue to grow approximately 10% each semester as more partnerships are formed. Criteria for assessing the program’s effectiveness will be established.

4. Recommended 3-5 year action plan
As the ESL Department establishes and continues fruitful partnerships with other departments, more faculty advisors/tutors/group leaders and classified tutors will be added to meet the demand. The service will be expanded to other campuses, beginning with health programs at John Adams campus. The services will be modified according to assessments of the program’s effectiveness and feedback from faculty and students. Curriculum will be developed that can be accessed by new tutors and instructors.

5. Anticipated impact on student success
Larger numbers of students will successfully complete GE and CTE classes. GE students will develop language skills that will help them to complete the coursework to transfer to four-year institutions and to succeed in those institutions. CTE students will develop language skills that will help them to complete their career-related courses and perform better in their careers.

In addition, partnerships between ESL and other faculty will provide ESL faculty with more information about the language demands across the curriculum and will provide non-ESL faculty with a greater depth of understanding of language support for their non-native English speaking students. One outcome from the first-semester pilot is a new ESL 160: Focus on Health Issues to be offered in Fall 2008.

6. Challenges to implementation
• Regular work-day time needed by the ESL Partnerships Coordinator to perform duties of the position.
• Time available to department chairs and faculty to meet, plan, and assess services.
• Resources necessary to support the reassignment of professional duties or the hiring/training of classified tutors.
• Time to develop “buy-in” from referring faculty.
• Physical space to conduct tutoring and group sessions if not available in the LAC.

7. Funding needed or other resources required for implementation
• 2008-2009:
  o ESL Partnerships Coordinator at 50% released time
    Approximately $50,000/yr including fringe benefits
  o Office of Research program assessment
8. Individuals and Units responsible for implementation
The ESL Department Chair and the ESL Partnerships Coordinator will be responsible for organizing and implementing all services. The support of the Director of the Learning Assistance Center and the chairs of all participating departments will be necessary.

**ESL Partnerships Coordinator Job Description**

- Contact and respond to department chairs and faculty from GE and CTE programs to form partnerships with the ESL program to better serve second-language students. Conduct meetings with faculty regarding barriers to success for second-language students.
- Conduct a needs assessment of each participating department and prepare an individualized plan to address the language-learning needs of its non-native English-speaking students.
- Conduct an Early Alert process each semester and provide services to participating students:
  - Arrange English-language tutoring for subject area speaking/writing/reading demands.
o Organize study and practice groups for discipline-associated English language skills and vocabulary; develop instructional materials for groups.
o Provide information and introductions to appropriate Learning Assistance Center services
o Provide information about ESL Department courses to improve overall academic performance.
o Provide referrals to other CCSF services, such as academic counseling, when appropriate.
• Prepare job announcements, conduct hiring, and provide training to 3598 tutors.
• Supervise 3598 tutors in all their contact with students, record-keeping, clerical needs, payroll, etc.
• Plan and conduct program evaluation.

Tutor Job Description
• Conduct study and practice groups for discipline-associated English language skills and vocabulary, e.g. “Oral Communication for CNIT Students.”
• Provide one-on-one tutoring for second-language students in reading/writing assignments in referring GE or CTE courses, at Ocean Campus or other campuses. Work in the LAC, but not as part of the existing ESL program in the LAC.
• If requested by the referring department, attend occasional sections of GE or CTE courses to become familiar with the instructional needs.
• Keep records of all student contact to report to the ESL Partnerships Coordinator.

9. Shared governance process (if needed for approval)
This proposal has received the encouragement of the Matriculation Advisory Committee and the Early Alert Working Group. There appear to be no policy issues involved in the proposal.

Comparative data in the retention and success of students who have been referred to the program and choose or choose not to participate.
BSI-SD 2

Basic Skills Initiative
Recommendation

Effective Practice: D10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.
Related Effective Practices: A4, A5, C1, D1, D3, D4, D6, D9
Recommendation Number: 2
Work Group: Student Development and Academic Support

1. Recommendation:
Math 860 Place: A Study Group and Tutorial Program
Math 860 (Intermediate Algebra) study groups will be led by students from the previous semester’s Math 860 courses who are hand-picked and mentored by their faculty, and trained by LAC and math faculty. A newly-hired FT 3598 Instructional Aide will assist with the training of these study group leaders; provide program management; complete administrative tasks and scheduling; recruit and hire study group leaders; provide quality control; oversee Math 860 tutoring in the LAC; and lead study groups and tutor as needed. Students enrolled in these selected sections of Math 860 will either volunteer to join the study groups, be given assignments, extra credit, ½ Unit, or perhaps even early registration dates as incentives for their efforts. These course-related Math 860 study groups will help students increase morale, build confidence, work cooperatively with others, improve thinking and problem-solving skills, and form friendships.

2. Rationale for Recommendation:
Pedagogical Background
A major work cited in the Poppy Copy is “A Guide to Learning Improvement,” by Ruth Talbott Keimig. This highly-regarded report describes a hierarchy of learning improvement programs. The report separates services with high potential for improved learning from services with low potential. The Math 860 Place will move academic support services for intermediate algebra from Level II towards Level IV.
- Level I: Separate, isolated remedial courses without support services
- Level II: Individual tutoring based on student needs
- Level III: Course-related learning services such as peer-collaborative study groups
- Level IV: Comprehensive learning systems that encompass the total educational experience

CCSF Background
The Learning Assistance Center currently provides individual tutoring services for Math 860 students, but has not successfully instituted a more comprehensive course-related study group program. Currently Math 860 students receive individual tutoring in the LAC by Student Workers. Students in this course recently completed Math 840
(Elementary Algebra) and can be insecure in their abilities to learn intermediate level algebra. The program targets students who completed Math E (Arithmetic) and Math 860 (Elementary Algebra) prior to enrolling in Math 860.

Math tutoring skills take time to develop; a full-time employee such as an Instructional Aide is more likely to stay in the position long-term than student workers. Full-time teaching assistants develop a commitment to the program and build up an expertise over time. They develop trust and rapport with the instructors that allows them to have a significant impact on student success. Such commitment, expertise, trust, and rapport are not possible with student lab aides.

Recently the Statewide Academic Senate determined that as of Fall 09 Math 860 will be required of all AA degree candidates. Currently Math 840 is the math requirement for the AA degree. Math 860 faculty and students alike need additional support to accomplish high student success rates.

Similar course-related study groups and tutoring led by Instructional Aides are currently being successfully used in Basic Skills English and Arithmetic courses at City College. The Koret grant-funded study of Basic Skills Math demonstrated that success is improved when full-time classified Instructional Aides work within the program.

**Success Rates**
The City College Math Department offers approximately 22 sections of Math 860 each semester. According to Banner, Math 860 statistics for five semesters – from Fall 05 to Fall 07 – indicate an average success rate of 54% and an average retention rate of 77% in Math 860.

Sacramento City College operates the Beacon PAL Program, which is a “Level III Course-related learning services program” similar to the one we are proposing for the Math 860 Place. Their statistics indicate that the success rate for Beacon participants is 85% while that for non-participants in the same class is 57%. (No retention rates are available.)

American River Community College operates a successful Beacon Program similar to that of Sacramento City College. That program identified success rates for elementary algebra students who participated in Beacon at 76% as compared to non-Beacon students at 42%. (No retention rates are available.)

3. **Recommended action plan for ’08–’09 including outcomes expectations**
   - **Fall 08**: Math and Learning Assistance Departments set up program, develop job description, and hire 3598 Instructional Aide to manage it. **Outcome**: Program is set-up. Person hired.

   - **Fall 08 and/or Spring 09**: (Dependent upon the efficiency of the hiring process) The Instructional Aide observes a section of Math 860, undergoes
training with LAC math instructors, leads 1-2 pilot study groups and/or tutors Math 860 students, visits sections of Math 860, gets to know Math 860 instructors, and towards the end of the semester recruits and provides initial training for the first group of Math 860 group tutors to begin Fall 09.

**Outcome:** Program management is in place. One-two pilot study groups are conducted serving 30-60 Math 860 students during Spring 09. Success and retention should increase in the affected sections.

4. **Recommended 3-5 year action plan**
   - The Instructional Aide takes over responsibility for the Math 860 Place and develops the peer-collaborative study group program and the tutorial program for Math 860 under the supervision of the Chairs of the Math and Learning Assistance Departments.
   - Each semester additional sections of Math 860 are added to the program.
   - By the end of three years, 50%, or 11 sections of Math 860, should be served each semester. At this point, a second 3598 Instructional Aide will become necessary.
   - By the end of five years, 75% , or 16 sections of Math 860, should be served each semester

5. **Anticipated impact on student success**
   - Improve success rates 10% from 54% to above 60%, and retention rates 10% from 77% to above 85%.
   - Improve student morale in Math 860 as indicated in student surveys.
   - Increase retention rates.
   - Program should pay for itself with the anticipated increase retention rates.

6. **Challenges to implementation**
   - Institutionalizing funding
   - Initiating the search and selection process to hire the FT 3598 School Aide III

7. **Funding needed or other resources required for implementation**
   - One FT 3598 Instructional Aide (School Aide III) to begin Fall 08 or Spring 09:
     Approx. $49,000/yr including benefits
   - 8 Lab Aides X 6 hrs/wk X 30 wks/yr @$9/hr to begin Spring 09 or Fall 09:
     Approximately $13,000/yr
   - Incentive “stipends” for first semester participating Math Instructors:
     8 faculty per year @ 15 hrs each @ approx $40/hr:
     Approx. $5,000/yr
   - Training and oversight by faculty: Already funded
   - Small group rooms will be needed as program expands
   - TOTAL: $67,000/yr
8. **Individuals and Units responsible for implementation**
   - Dennis Piontkowski, Chair, Math Department
   - Nadine Rosenthal, Chair, Learning Assistance Department

9. **Shared governance process (if needed for approval)**
   - None

10. **Proposed Evaluation Criteria**
    - Increase in Math 860 success rates by 10% as measured by Banner data
    - Improved student morale as measured through student satisfaction surveys
Effective Practice:
A5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Related Effective Practices:
D10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.
D3 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.
A4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Recommendation number: 3
Work Group: Student Development and Academic Support  Author: Dennis Piontkowski

TUTORING AND ACADEMIC SUPPORT FOR MATHEMATICS SECTIONS PARTNERED WITH RETENTION CENTERS' SERVICES

1. Recommendation
Establish and maintain a holistic tutoring and academic support framework for pre-collegiate mathematics students served by the CCSF retention centers.

The mathematics department in collaboration with the retention centers (APASS, AASP, and LSN) will hire three full-time classified (3598) Student Aide III senior tutors to work directly with students in sections of math classes targeted by the retention programs.

The partnership of the mathematics department with the retention centers, the integrated role of counselors, and the need for new precollegiate math sections are outlined in a separate proposal. This proposal focuses on the need for three full-time senior tutors.

The duties of the senior tutors will include:
• Tutoring math in a CCSF retention center.
• Attending and assisting in three math sections targeted by the retention center.
• Establishing student study groups and peer mentoring groups attached to the targeted sections.
• Meeting regularly with the math instructors and retention center counselors attached to the targeted sections.

2. Rationale
Programs at CCSF such as Math Bridge and Puente have a proven track record, but are expensive and impact a small number of students. A big part of the success of these programs is their tutoring and study group components. The classified senior tutors in this proposal would allow us to increase greatly the number of students served in the Math Bridge/Puente model while at the same time keep costs within reasonable bounds.

The CCSF retention centers have already been successful in establishing English study groups in their facilities. This proposal will allow the college to expand the retention center study groups into math.

The senior tutors will also serve as a link between the mathematics department and the retention centers. 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.

3. Recommended action plan for 2008-2009
• Hire three full-time classified (3598) Student Aide III senior math tutors—one for each of AASP, APASS, and LSN.
• Each tutor will undergo training by both math and retention center faculty.
• Each tutor will attend up to three math sections targeted by the retention center for a total of 5 to 10 hours per week in order to get to know the students, the instructor, and to gain a deeper understanding of the subject matter.
• Each tutor will schedule ongoing study sessions attached to each targeted section.
• Each tutor will schedule approximately 10 hours of general tutoring per week in the retention center.
• Each tutor will consult regularly with the instructors and counselors attached to the targeted sections.
• Each tutor will work a few hours each week scheduling, research, and other administrative tasks.

4. Recommended three to five year action plan
• Experienced tutors will spend fewer hours in the math classroom, but still enough time to establish a bond with the students.
• Tutoring and study groups continue.
• Future duties should be adapted to meet changing needs.
• Experienced tutors will be encouraged to be innovative and experiment with new developments in the field.

5. Anticipated impact on student success
We expect to have a measurable improvement of student success in the targeted courses.

6. Challenges to implementation
NEW math sections needed: This proposal depends on new sections being added to the mathematics department offerings. Current mathematics offerings cannot accommodate retention center partnerships. NEW math faculty needed: New math faculty must be funded and hired to teach the targeted sections.

7. Funding
The annual cost of this proposal amounts to the salary and benefits for three full-time classified (3598) School Aide III positions. Approximately 3 x $40,000 = $120,000 annually.

8. Individuals and Units Responsible
Mathematics Department Chair
Retention Center Directors

9. Shared Governance Process
New classified positions need to be approved by the appropriate shared governance bodies.

10. Proposed evaluation criteria
Student success should be measurably improved. The math chair and the retention program directors will meet each semester to evaluate success. Student satisfaction should be improved. This can be measured through a survey.
Effective Practice: A.5 – A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Related Effective Practices: A.4, A.6, B.2, C.1-4, D.6, D.8

Recommendation Number: 4

Work Group: Student Development, Technology Sub-Group

1. Recommendation: Basic Skills Technology “Geek Squad” for Assessment & Training: Develop an assessment and technology training program for supporting Basic Skills Students aimed at
   - Assessing current technology skill sets
   - Increasing use of technology for applying to CCSF and registering for classes by Basic Skills Students (many Basic Skills Students struggle with the CCSF technology being used for applying, matriculating, learning about open classes and successfully registering)
   - Providing the essential technical skills necessary to complete other college requirements at both the Basic Skills level and beyond through referrals from these trainings into specific noncredit and credit computer user classes that already exist at CCSF.

This program should contribute to the overall goal of the Basic Skills Initiative in acting as a springboard for creating a campus environment that is user-friendly and positive, so that Basic Skills students can have greater success and access to information.

2. Rationale for the Recommendation:
   Students learn information in a variety of ways and retain information better when they are exposed to the information in varying formats. Both Credit and Noncredit CCSF students are strongly encouraged to use technology at the very first point of contact in the college, when they are expected to apply to CCSF and register for classes on-line, as well as retrieve much information about the college through electronic means. Technology is an integral part of performing many classroom assignments, work-related duties, and communicating with others in professional and social settings. Helping Basic Skills Students to improve technological skills will ensure their smooth transition to successful coursework, good professional performance, and effective use of communication skills.
3. **Recommended Action Plan for 2008-2009:**

   **Fall 2008:** Hire a full time, full-year classified #3598 Instructional Aide. The #3598 will train & coordinate 10 student lab aides and develop a program structure for assessment and training of newly matriculating Basic Skills Students. The #3598 will be supervised by the Admissions & Matriculation, Registration & Records or Outreach Dean and be housed in yet-to-be found space near one of these above offices, in Conlan Hall on the Ocean Campus and in yet-to-be-found space on several of the other CCSF campuses.

   **Spring 2009 (earlier if possible):** Begin holding assessment and training sessions for newly matriculating Basic Skills Students (conducted by trained lab aides and the #3598 classified personnel). Students who tested into a Basic Skills level English, ESL or math class will be invited to join the trainings. Incentives for participation in these trainings will be offered in the form of: (1) earlier registration date and (2) $10 Pinnacle Printing Card.

   - **Primary Trainings:** After assessing the baseline computer-use-skill level of the matriculating Basic Skills Students, the Instructional Aide and support staff of student lab aides would provide a training session designed to increase comfort level and successful use of the CCSF website for applying online, obtaining pertinent information from the CCSF website and successfully registering online.

   - **Secondary Trainings:** As the program progresses, other technology training topics would be determined from the initial assessments of technology skill levels. These might include detailed training on other uses of the CCSF website (obtaining mid-term grades, accessing forms, printing out unofficial student transcripts), as well as other basic computer uses (i.e. basic word processing, excel and internet use).

   - **Tertiary Trainings:** Follow-up training sessions will be offered that will help Basic Skills Students transition into the wide range of already-existing CCSF noncredit and credit courses designed to improve computer skills. The instructional aide and student lab aides will serve multiple roles, as instructors, mentors and liaisons between Basic Skills Students and their instructors. Some of the follow-up technology training sessions could be offered as a resource to be linked with specific Basic Skills classes when appropriate.

   In addition to the other duties of the Instruction Aide, this person will also organize a resource library of flyers, list-serves and referrals so that the Basic
Skills Students can easily obtain accurate information about open labs locations and times of operation, resources and supportive programs.

**Incentives:** These technology training sessions would be offered with two incentives for the Basic Skills Student: (1) earlier registration date, and (2) a $10 *Pinnacle Printing Card*, upon completion of the training workshop(s).

4. **Recommended 3-5 Year Action Plan:**
Evaluate technology assessment and program so as to improve Basic Skills Students’ scholastic performance and overall comfort level with use of technology over the next 3-5 years through reaching as many Basic Skills Students as possible with this technology training program.

5. **Anticipated Impact on Student Success:**
Increased numbers of Basic Skills Students will understand and be comfortable with the complex technology required to complete pre-collegiate and collegiate coursework, as well as to successfully access the increasingly on-line CCSF services, applications and registration processes. Basic Skills Students will use a broader range of technological services to address both their cognitive and social skills. This program will work to close the gap between Basic Skills Students who are less technologically skilled and students with more highly developed technological skills.

6. **Challenges to Implementation:**
- Hiring a qualified #3598 Instructional Aide in a timely manner.
- Accessing lab areas for the technology workshops & trainings.
- Effectively collaborating and communicating with CCSF faculty, staff, administrators and students regarding the use and value of technology.
- Continuing commitment for this program over an extended time period.
- Buy-in of campus constituencies, as well as the concurrent implementation of other CCSF technology projects (such as the revamping of the CCSF website)

7. **Funding Needed or Other Resources Required for Implementation:**
- $46,000 a year for a full time, full-year #3598 classified Instructional Aide.
- $40,500 for 10 Lab Aides X 15 hrs/wk X 30 wk/yr @$9/hr.
- Access to computer lab locations for the program.
- Dedicated lab and office areas near the Registration and/ or Admissions offices on each campus where the program is offered.
- $30,000 per year to purchase *Pinnacle Printing Cards* for incentives to participate in the trainings and workshops offered by this program.

8. **Individuals and Units Responsible for Implementation:**
   One of the following Deans would be responsible for supervising the Training Program (including student lab aides) and the Instructional Aide: the Dean of Outreach, Dean of Admissions & Matriculation or Dean of Registration & Records.

9. **Shared Governance Process (if needed for approval):**
   Students will continue to sit on the campus Technology Committee.

10. **Proposed Evaluation Criteria:**
    - Assess level of technology skills before the training sessions to establish a baseline for evaluating strengths and deficits. This baseline could be measured through surveys or simple tests taken at the beginning and of Basic Skills workshops. Follow-up assessments will determine value of the trainings.
    - Evaluate the number of Noncredit Basic Skills Students who successfully transition from noncredit to credit classes.
    - Evaluate the number of Basic Skills Students who successfully matriculate and then register in appropriate courses each semester.
    - Evaluate the success rate of Basic Skills students in both noncredit and credit coursework. A marked improvement in transition rates and grades could reflect a positive causation between technology education and success in class work.
Effective Practice: B3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
Related Effective Practices: A5, B2, C4, D2, D3, D4, D6, D8, D9, D10
Recommendation Number: #5

Work Group: Student Development and Academic Support

1. **Recommendation: Collaborative Teams of Counseling and Instructional Faculty - Draft 3**
   Develop counseling and instructional faculty teams from specific academic and vocational disciplines that will (1) allow faculty to develop an in-depth understanding of the necessary basic skills required by specific academic curriculums (academic) or specific educational and skill requirements for specific career pathways (vocational) (2) provide counseling faculty the opportunity to become knowledgeable about specific curriculum areas and career programs (3) incorporate identified counseling faculty into the classroom as needed and (4) integrate syllabi and classroom practices with a broad range of student support services and activities from a culturally responsive perspective for specified cohorts of underrepresented basic skills students. These four elements combined will lead to higher levels of course completion and student retention and success.

2. **Rationale for Recommendation**
   Students benefit the most when counseling faculty are integrated into all aspects of an academic program including knowledge of curriculum, classroom activities, regular meetings with instructional departments, and participation in program evaluation activities. Counselors knowledgeable about content-area goals and course expectations are better positioned to work holistically with students to promote greater student success. Involvement in these activities offers counselors the opportunity to develop expertise in specific academic and vocational areas of study that they can also share with other counseling faculty. Instructional faculty has the opportunity to include activities in the curriculum that support and encourage student utilization of available counseling, tutoring and other student support services. The collaboration of instructional and counseling faculty in discipline-specific teams provides students with a breadth of diverse cultural and personal experiences and referrals to a broad range of support services that act as a safety net to support the goals of persistence, self-confidence, and retention and student success.

3. **Recommended action plan for ’08-’09 including outcomes expectations**
Choose one academic department and one vocational program in which to pilot the proposal. Identify 2 counseling faculty and 2 instructional faculty to create the two teams.

Semester One:
Counselors will visit the classrooms of their academic/vocational teammate multiple times during the semester to begin to learn about the challenges students face particular to the course they are attending. Challenges students face will undoubtedly be linked to certain topics, course expectations, outside demands, times during the semester (for example: first week, exams times, midterm, finals), etc., specific to that course and the discipline. The counselor will talk to students in and out of class, and work with the instructor to identify the challenges. The team will work together to plan activities for the counselor to do with students during and outside of class as appropriate and supportive of the curriculum. The team will identify support services that will be effective for students, and identify times when having the counselor’s support in class will be most effective. Counselors will have the opportunity to develop a more in-depth knowledge of the curriculum as well as the skill requirements needed by the students to enter particular vocational sectors or careers. In effect, a counselor will become an “expert” in a discipline in order to best serve the students taking the courses—both in terms of advising students how to navigate and take advantage of departmental/vocational offerings as well as targeting the specific areas of struggle and obstacles.

Subsequent semester:
The counseling and academic faculty teams will implement the activities agreed upon during the prior semester. Participating students will be added to the counselor’s individual caseload.

4. **Recommended 3-5 year action plan**
Continue the pilot program over the next 3-5 years, adding 3-4 teams to the model each year. Each team will continue to expand to include additional interested instructional faculty from the specific disciplines. The assigned counselor from each team with area-specific expertise will act as the main resource for other counseling faculty. Based on experience and assessment results, the team will make modifications to activities as needed.

5. **Anticipated impact on student success**
   - Larger numbers of students will successfully complete the pilot classes.
   - Students will use a broader range of support services to address both their cognitive and affective needs.
   - Involved faculty will continue to integrate multicultural perspectives into their instructional and counseling approach which will increase student engagement.
   - Counseling and instructional faculty will develop a better understanding of their students from a holistic, multicultural perspective and create discipline-
specific strategies for either directly addressing these needs and/or referring students to appropriate services to meet those needs.

- Counseling faculty will develop a better understanding of the pedagogies and expectations of instructional faculty and vocational pathways, and will be able to develop better protocols for advising students and addressing students’ needs.
- Instructional faculty will develop a better understanding of and confidence in counseling services and become more knowledgeable about the wide range of support options available to their students.
- Other counseling and instructional faculty will benefit from these new alliances and understandings as effective practices evolve and are shared in relation to specific curricular areas.
- Students will develop the ability to integrate their counseling and classroom experiences and incorporate the concepts of teamwork into other aspects of their lives.
- These combined experiences will positively support student persistence in their chosen field as they progress towards completion of their educational and vocational goals.

6. **Challenges to implementation**
   - Time needed by both counselors and instructors to form working teams and implement the activities into the pilot program sections.
   - Developing “buy-in” from other faculty in the discipline department who are not directly involved in the pilot.
   - Developing “buy-in” from the students as the counselor is integrated into the curriculum structure and classroom activities through occasional classroom participation.
   - Resources necessary to support the reassignment of professional duties.
   - Negative impact on the amount of counseling appointments available to students if counselors are participating in classroom activities or teaching short-term courses created to target the areas of struggle.

7. **Funding needed or other resources required for implementation**
   - Two counselors with .2 release time (6 hours/week) each during the first year to participate in planning, implementing, and participating in classroom discussions and academic department activities.
   - Add individual students to each counselor’s caseload
   - Counseling and instructional faculty will need stipends for the additional work necessary to develop and implement the pilot teams (approximately $2200 each per semester for a total of $8,800 per team each year). As the pilot programs get implemented it is expected that these stipends will be reduced by at least half.

8. **Individuals and units responsible for implementation**
   Ideally, the pilots would be spread across different schools and programs. For the first year, the Dean of Student Support Services would work with School Deans and
the Associate Vice Chancellor of Workforce Development to identify interested faculty (in collaboration with the department chairs).

9. **Shared governance process (if needed for approval)**
   At this time, there appear to be no policy issues involved in this proposal.

10. **Proposed Evaluation Criteria**
    Persistence and retention rates of students in the piloted sections will be compared to those in similar sections not participating in the program. Comparative data will be studied and applied to future expansion. Do students continue to access support services in future semesters? Does other counseling faculty regularly consult with the counselors who are “experts” in specific academic areas? Does the curriculum change in any way in response to the student experience as the pilots progress? Survey the students to document their experience in attending classes with a faculty team that integrates academic knowledge with culturally responsive and holistic student support services.
BSI Recommendation
Draft #3

Effective Practice: B1: Orientation, assessment, and placement are mandatory for all new students
Related Effective Practices: A5, B3, D3
Recommendation Number: #6
Work Group: Student Development and Academic Support

Recommendation: Extended Orientations Using On-going Interactive Modules

- Strengthen the existing orientation for new students through on-going orientations throughout the district. The orientations will be structured into interactive modules that range from college introduction and initial educational plan development to career and college major concerns. These on-going orientations will use a variety of modes such as in-person, technology, interactive videos, DVD, online, power point presentations, trained student workers and workshop/orientation modules.

  - B1(pg.23) - Student Development faculty agree with Roueche and Roueche 1999 research that states the benefits of “required orientations, assessment, and placement for developmental students”. (page23) of Basic Skills as a Foundation for Student Success in California Community Colleges. Furthermore, Boylan and Saxon, in their 2002 research demonstrated that those who participate in new student orientations are more likely to be retained in community college than those who do not receive orientation.

  - B1 (pg 23) - Even though research is abundantly clear that students who place in basic skills benefit from required orientations, findings indicate that many students do not receive such services at community colleges.

  - Research also supports engaging students in active learning, so interactive orientation experiences are highly desirable.

  - B3(pg 23) - Just as academic departments establish prerequisites for student success in their programs, the Student Development faculty find the need to require all new students especially, those who place in basic skills to participate in mandatory orientations.

  - We recognize ongoing dialogue between counseling and teaching faculty is crucial to the success of these orientations.
We will make it a priority to establish opportunities to meet
  
  twice a semester.

Recommended action plan for '08-'09 including outcomes expectations.

Fall 2008 – Spring 2009

• Strengthen the success rate of student participation in orientations we propose to offer on-going specialized topics structured within modules. For example: topics range from: registration procedures, college deadlines, choosing a major, differences between degrees and certificates, applying for financial assistance and new modules for new International students. *(USCIS Rules and Regulations, and US higher Education System etc.)*

• New modules for new International students: USCIS Rules and Regulations, and US higher Education System etc.

• Collaboration between counseling faculty and teaching faculty is key to student success. We propose dialogue between them to keep the flow of information current.

• Begin to set up a project group composed of student support services, academic faculty including students representing different campuses/sites.

• *Determine other languages to be utilized when offering orientation modules in addition to English for all campuses.*

• Create focus groups of teaching and counseling faculty to determine other modes of delivery and to level the
  
  - language used with ESL students

• Available project group members complete survey of orientation practices and activities across the district. Obtain any CCSF research studies relevant to orientation needs and satisfaction; for example, the EOPS research study of their follow-up orientation sessions.

• Project group members determine the different venues orientation can be offered. Ex. In- person, using technology, interactive videos, DVD, online, power point presentations, trained student workers and workshop/orientation modules.

• Creating modules for students needing the to do the following:
  
  - add/drop classes after close of registration and the first 2 weeks of school.
  
  - needing permission to repeat classes

• *Sequence orientations in modules for students having completed 0, 15-24 units and above or others transferring to CCSF with less than 24 units completed.*
Modules could be grouped in sets of 4 or 8 for unit credit (.5 or 1 unit respectively). Modules could be offered in non-credit for no credit.

Fall 2008
• Complete membership of the project group.

• Project group approves SLOs, such as: increase awareness of all student support services such as: NSCD, CSCD, ISCD, Transfer Center, CDPC, Financial Aid, APASS, LSN, AASP, LRC etc.

• Using the inventory of current orientation practices, project group develops outline of required content items for all campuses/sites - plus additional modules for targeted groups of students. Included in the required content are such topics as: Deadlines: Add/drop, Withdrawal, various campus locations, etc. After reviewing the content items, the number of modules to be offered are identified and designated by department.

• **Complete draft of one module in a Web-based format for a group presentation format.** Both formats take advantage of interactive activities/tasks and other active learning design features.

Spring 2009
• Draft module is reviewed by appropriate faculty and staff at all campus sites. Project group solicits feedback and shares feedback with developers to revise and complete the development of the remaining modules for the required content.

• Pilot both orientation formats with credit and non-credit students. Include survey for student feedback.

• Revise based on feedback

• Publicize broadly for Fall 2009 full implementation at all campuses.

• Identify specific tasks and associated costs for on-going maintenance.

• **Recommended 3-5 year action plan**
  • Complete the development of the modules for the additional content
  • Complete the development of modules for specific groups of students and/or non-credit campuses.
  • Anticipated impact on student success.
  • Increase the retention of students who attend orientations
  • Increase in number of students who visit counselors.
  • Challenges to implementation
  • Staffing the increased number of orientations
- Scheduling time to meet with teaching faculty
- Setting up pilots at other campus/es
- Costs for creating scripts
- Costs for materials and supplies
- Training adaptation costs
- Costs for developing DVD/online orientation modules
- Funding needed or other resources required for implementation
- Individuals and units responsible for implementation
- Project group will be initially responsible
- Shared governance process (if needed for approval)
- Proposed Evaluation Criteria
- Student survey.

**Incentives and costs yet to be determined.**
Effective Practice: A5: A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services
Related Effective Practices: B1, B3, D3
Recommendation Number: 7
Work Group: Student Development and Academic Support

1. **Recommendation: Follow-up Orientations in Classrooms – Draft #2**
   Expand the orientation experience for students who place into basic skills by providing follow-up orientations in the classroom conducted by teaching and counseling faculty, and student mentors.

2. **Rationale for Recommendation**

   - **B1 (p. 23)** – Research has demonstrated that those who participate in new student orientations are more likely to be retained in community college than those who do not receive orientation (Boylan and Saxon, 2002). Despite the noted benefits of mandatory orientation, system data for the California Community Colleges indicates that most students may not be receiving it.

   - **B3 (p. 28)** – Key to this success is a program that integrates counseling with teaching and has a highly structured, easily accessible, and proactive format. Maxwell (1997a, 12) notes, *In programs for underprepared disadvantaged students, it is essential that counseling be an integral part of the academic program and that counselors provide both formal and informal assistance to students and staff.*

   - **D3 (p. 51)** – Tinto’s integration model (1993) suggest that students coming into a college undergo phases in which they separate to some degree from groups of their former association (such as family or high school peers), transition to interacting with members of a “new” group (college personnel and students), and ultimately incorporate the values/behaviors which lead to acceptance of the new group.

New students at CCSF participate in either a mandatory 30-minute online orientation or one-hour, in-person orientation that provide an introduction to topics such as college policies and procedures, student services, and academic programs. Follow-up orientation activities in basic skills courses will enhance current orientation practices and address new topics such as the holistic development of students to facilitate student transition into the college community. Instructors and counselors will have the opportunity to work collaboratively on cognitive and affective student learning; in so doing, increased collaboration between teaching and counseling faculty will foster a better
understanding of the vital interrelationship between classroom and counseling experiences.

The instructor in partnership with the counselor and student mentor will address topics such as adjustment to college life, career/life planning, and creating a network of social support. Instructors will reinforce the objective of holistic student development through instructional activities such as readings, in- and out-of-class assignments, student satisfaction surveys and guest speakers. Student mentors will be available to offer peer advising and personal testimony about their freshman year in college. Counselors will have the option to make classroom presentations, conduct supplemental workshops and offer follow-up counseling appointments.

3. Recommended action plan for '08-'09 including outcomes expectations

- **Fall 2008:** English, ESL, Mathematics, and Counseling departments will hold planning sessions
  i. Outcome: Prepare and integrate orientation content with basic skills courses as it relates to the holistic development of students
  ii. Outcome: Recruit instructors and counselors who will be paired to work together in the spring
  iii. Outcome: Recruit and train student mentors drawing upon an applicant pool of students who’ve completed college success courses such as LERN 50 or 60
  iv. Outcome: Develop a student satisfaction survey

- **Spring 2009:** Implement follow-up orientation for 15 sections of students
  i. Outcome: Students in five sections of basic skills English, ESL and Math courses will receive enhanced levels of orientation
  ii. Outcome: Students and instructors will expand their community of support through an identified counselor and student mentor
  iii. Outcome: Students will receive a minimum of three additional hours of orientation and support services utilizing a combination of in-class presentations/activities, out-of-class reading/writing assignments, and counseling and peer advising sessions

4. Recommended 3-5 year action plan

- 2009 - 2010: Double the number of sections served – 30 sections including upper levels of noncredit ESL
- 2010 - 2011: Double the number of sections served – 60 sections

5. Anticipated impact on student success

- Students will increase their usage of student support services
- Instructors will acquire a broader knowledge and understanding of students through case consultations with counselors
- Student satisfaction survey results will improve from start to finish of semester
6. **Challenges to implementation**
   - Identifying course sections for Year 1, and recruiting teaching and counseling faculty
   - The quantity of basic skills students exceeds the current supply of counselors available to serve them

7. **Funding needed or other resources required for implementation**
   A. 2008 – 2009:
      - $9,000.00 (5 student mentors x $9.00 x 20 weeks x 10 hours/week)
      - 0.2 Orientation Coordinator Release Time (supervise student mentors, coordinate programs and services with academic departments)
   B. 2009 – 2010:
      - $13,500.00 (5 student mentors x $9.00 x 30 weeks x 10 hours/week)
      - 0.2 Orientation Coordinator Release Time (supervise student mentors, coordinate programs and services with academic departments)
   C. 2010 – 2011:
      - $21,000.00 (8 student mentors x $9.00 x 30 weeks x 10 hours/week)
      - 0.2 Orientation Coordinator Release Time (supervise student mentors, coordinate programs and services with academic departments)

8. **Individuals and units responsible for implementation**
   - Department Chairs (Counseling, English, ESL, Mathematics)
   - Technical assistance from Office of Research and Planning to develop a student satisfaction survey

9. **Shared governance process (if needed for approval)**
   - None

10. **Proposed Evaluation Criteria**
    - Administer a pre-and post student satisfaction survey to measure student morale
    - Evaluate SARS-Grid data to determine student usage of support services
Effective Practice:

B2: Regular program evaluations are conducted, results are disseminated widely and data are used to improve practice.
A7: Institutions manage faculty and student expectations regarding developmental education.

Related Effective Practices: C2, D2, D8, A3

Recommendation Number: 1

Work Group: Basic Skills in Career and Technical Education

1. **Recommendation:**
   Perform a needs assessment of basic skills instructional and support services in CCSF’s career and technical education (CTE) programs.

   - Identify CTE credit and non-credit programs that have a high percentage of students either co-enrolled in basic skills/ELL 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
   - Map the basic skills requirements for various CTE programs

   In addition, examine 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.).

2. **Rationale for Recommendation:**
   While CCSF has a significant research base on students engaged in basic skills programs and services, very little information exists on the specific experience of students with basic skills needs in CTE programs. The Poppy Copy states in its description of effective practice B2, that rigorous and comprehensive assessment is a “hallmark of successful developmental education programs” (Boylan, 2002). This kind of assessment can be linked to improved student outcomes (Boylan, Bliss and Bonham, 1997). The Poppy Copy outlines several criteria that make up a comprehensive evaluation, which should be used to inform the abovementioned recommendation. Such evidence is required to ground any further action in terms of where to deploy resources related to CTE student support and faculty/staff professional development.
Furthermore, effective practice A7 states that institutions should “manage faculty and student expectations regarding developmental education.” Ensuring student understanding of what is expected of them in their college programming is vital to their success. The literature recommends that, “institutional values and expectations be clarified ‘early and often’ to matriculating students, and that such reinforcement be the shared responsibility among faculty, staff, and administrators of developmental programs.” Communicating such information is predicated on the College knowing what basic skills requirements exist in CTE programs and what supports and options are available to those students with basic skills needs.

Through the BSI Steering Committee effective practice review at the January 10, 2008 retreat, individuals commented on the confusion that exists for faculty and staff working with these students in terms of how to identify a student with basic skills needs, how to address these needs in CTE courses and how and where to refer students for additional support. Almost all members of the Basic Skills in CTE workgroup echoed this concern throughout the course of our discussions. The proposed needs assessment will enable this kind of clarification and communication to students, faculty, staff and administrators.

3. **Recommended action plan for ’08-’09 including outcomes expectations**
   - Form a CTE and Basic Skills (CTE-BS) Committee as part of the Collaborative for Teaching, Learning and Student Success in Basic Skills; draw committee membership from credit and non-credit 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 credit and non-credit CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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 to guide which departments to prioritize for this process; 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 clustering affiliated departments where appropriate to complete the work and streamline resources
   - Engage the Research office to analyze existing or perform new research on how various interventions impact CTE students with basic skills needs
4. **Recommended 3-5 year action plan**
   - Utilize the 2008-2009 assessment as a basis for developing a CTE and Basic Skills (CTE-BS) Initiative that works with departments to pursue Basic Skills in CTE Workgroup Recommendations 2-7 based on their particular student needs and program capacity
   - Prioritize programs with the high student need, the lowest amount of existing activity and the greatest level of faculty interest
   - Work with up to 3 departments annually to develop their own basic skills program

5. **Anticipated impact on student success**
   With this research base, key credit and non-credit CTE programs can begin to better understand and act on providing appropriate support to students with basic skills needs not currently being served. In turn, student achievement, course completion, persistence and certificate/degree completion are all expected to improve. Expected persistence in employment would increase. Simultaneously, the amount of time for students to find employment would expect to decrease.

6. **Challenges to implementation**
   - Clearly defining “CTE” for CCSF
   - Willingness of CTE departments to openly assess own department’s issues with basic skills students and to participate in developing appropriate interventions
   - Availability of research for CTE students who circumvent Matriculation process, making it difficult to understand their basic skills placement
   - Availability of Research Office to help with work

7. **Funding needed or other resources required for implementation**
   **Year 1:**
   - .5 FTE Faculty, ~$70,000 FTE + 28% benefits = ~$44,800
   - TOTAL = ~$44,800

   **Year 2-5:**
   - .5 FTE Faculty, ~$70,000 FTE + 28% benefits = ~$44,800
   - Funds for up to 3 CTE departments for development and implementation of new strategies to support students with basic skills needs including those outlined in subsequent Recommendations 2-7
   - Funds available on a sliding scale ranging from $5,000 - $75,000 depending on strategy/recommendation implemented
   - Funds can used for (but not limited to): faculty release for coordination, acquisition of expertise, faculty/staff professional and curriculum development, lab aides (e.g. for peer mentoring, tutoring), purchasing of related technology, service provision, etc. = $225,000
   - TOTAL = ~$275,000 annually for Years 2-5

8. **Individuals and Units responsible for implementation**
- Faculty Coordinator housed with either Office of Career and Technical Education or the Collaborative for Teaching, Learning and Student Success in Basic Skills (or a combination of both) with guidance from CTE-BS Committee
- Department chairs affiliated with targeted CTE programs

9. **Shared governance process (if needed for approval)**
   n/a?

10. **Proposed Evaluation Criteria**
    
    *End of Year 1:*
    
    - Completion of needs assessment
    - Recruitment of 2-3 CTE departments in CTE-BS Initiative
Effective Practice:

C3 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.

Related Effective Practices: D3, C1, C4, C2, D4, D1, D6, A7

Recommendation Number: 2

Work Group: Basic Skills in Career and Technical Education

1. **Recommendation:**
   Provide a primer to faculty in CTE departments on students with basic skills needs in their programs and raise awareness among faculty of how to address basic skills instruction in CTE. Add floating Flex Days or use the second Flex Day in both Fall and Spring semesters to offer intensive professional workshops for full- and part-time instructors in interested CTE departments. This floating Flex Day (or the second Flex Day) would include faculty roundtables and presentations of best practices focusing on basic skills issues in the classroom that are “united around a common institutional mission–the systemic, demonstrable, and highly regarded improvement of teaching.”* Handouts, resources and other information should be made available on a Staff and Faculty Development webpage on the college’s site. (Reference examples: SCANS, Asian Infusion, LOLA)

2. **Rationale for Recommendation:**
   Currently Flex Day activities are “one-shot” workshops, which are not tied to the institutional priority of basic skills education. Instead, we should use a floating Flex Day or the second Flex Day for ongoing training which targets the basic skills development of our diverse students in CCSF’s credit and non-credit CTE programs and offers a launch pad for further faculty participation in related professional development programs. “Clearly articulated goals link to systemic sets of programs and activities are a key factor in successful staff development.”* This is crucial to creating an enduring awareness of our commitment to addressing basic skills education in non-credit and credit CTE classrooms. Providing this kind of professional development will help CTE faculty begin to identify and understand the developmental education needs of their diverse students, investigate ways to
communicate related expectations to students and address student needs in CTE instruction.

3. **Recommended action plan for ’08–’09 including outcomes expectations:**
   **Fall 2008-Spring 2009** (See Recommendation #1):

   **Perform needs assessment outlined in Recommendation 1, including:**
   - Identify CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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
   - Map the basic skills requirements for CTE programs

4. **Recommended 3-5 year action plan:**
   - Based on information gathered in the abovementioned needs assessment, develop a workshop series to raise faculty awareness of students with basic skills needs in credit and non-credit CTE programs and to foster a preliminary understanding of ways to support these students.
   - The Professional Development Office in coordination with the CTE-BS Faculty Coordinator and Committee and Department chairs will solicit volunteers and hire experts who will present full-day workshops on topics such as evaluating basic skills needs among our diverse 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 other opportunities for further professional development related to this issue.
   - Continue to offer coordinated Basic Skills workshops for CTE during a floating Flex Day or during the second Flex Day each semester, until the majority of credit and non-credit CTE departments have participated.

5. **Anticipated impact on student success:**
   - Strengthening instructor awareness of basic skills education in the CTE classroom and providing them with tools to address student needs will provide a solid foundation for improving student outcomes.
   - CTE Instructors with the complete knowledge of CCSF student support services can guide students down a path to success.
• A decrease in drop rates and an increase in success and completion rates may be anticipated.
• Quicker employment placement and longer employment retention.

6. **Challenges to implementation:**
• The proposal will need support from and a commitment by the Administration.
• The proposal will require designated personnel to help manage the process.
• The proposal’s success will be greatly increased by the creation of a BSI Teaching and Learning Center.

7. **Funding needed or other resources required for implementation:**
• Need funds for consultants and content experts from outside the City College community to teach the workshops.
• Need funds to provide for Floating Flex Day.
• Need incentive for full- and part-time non-credit and credit CTE faculty to attend.

8. **Individuals and Units responsible for implementation:**
• Office of Professional Development
• CTE-BS Faculty Coordinator and Committee
• Collaborative for Teaching, Learning and Student Success in Basic Skills
• Department Chairs

9. **Shared governance process (if needed for approval):**
Applicable?

10. **Proposed Evaluation Criteria:**
• Evaluation of the effectiveness of this proposal may be difficult at the student level beyond tracking success and completion rates. Additional evaluation that may be appropriate and helpful could include pre- and post-testing and/or surveys, tracking matriculation rates, job placement, and transfer rates.
• Evaluation of success should include surveys of CTE instructors about classroom manageability.
• Evaluation could be reflected in the evolution of how CTE instructors and departments reflect basic skill instruction and the understanding of the needs of our diverse student population in their coursework and new course outlines.

*NOTE: All quotes and references were taken from *Basic Skills as a Foundation for Student Success in California Community Colleges* pp. 33-34.*
Effective Practice:

C3: 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.

Related Effective Practices: C5, D2, D6

Recommendation Number: 3

Work Group: Basic Skills in Career and Technical Education

1. Recommendation:
   Develop strategies that train and aid faculty in contextually evaluating and addressing basic skills needs in the non-credit and credit Career and Technical Education (CTE) classes.

2. Rationale for Recommendation:
   Research has shown that one-time professional workshops do not effectively change teaching practice. Characteristics for successful faculty training programs include strong support from administrative leadership, adequate professional time allowed for staff development activities, and a sense that the program is well fitted to the individual college with faculty ownership and leadership within the training program developed. (1)

   The training of credit and non-credit CCSF faculty to integrate basic skills and contextual learning into their coursework will be best achieved through development of an ongoing faculty-led program or professional development.

   The Poppy copy underlines the effectiveness of contextual learning. It concludes that instructional theories suggest that learners of all backgrounds incorporate new information by relating it to what is already known. Meaning is given to the new information as it is placed in the context of previous knowledge. By teaching material related to the real-world context of our diverse students’ lives, instructors are providing relevance to new information, which motivates students to make connections. This also helps translate abstract concepts into concrete knowledge. “Researchers have concluded that teaching academic applications in the career context is an effective way to engage hard-to-reach students and to motivate them in
the areas of math, written and oral communication, critical thinking and problem-solving.” (Paris and Huske, p. 58) (2)

3. **Recommended action plan for ’08-’09 including outcomes expectations**

   **Fall 2008-Spring 2009 (See Recommendation #1):**

   **Perform needs assessment outlined in Recommendation 1, including:**

   - Identify CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL classes, or those where credit and non-credit 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.
   - Map the basic skills requirements for CTE programs.

4. **Recommended 3-5 year action plan**

   **Fall 2009:**
   - Based on results of abovementioned needs assessment, locate and recruit credit and non-credit department chairs and instructors interested in integrating basic skills instruction into their CTE coursework and testing the pilot program.
   - Search out and hire 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 2009. At least two of the sessions should be guided by faculty and/or administrators with previous successful BS/CTE experiences (from CCSF or other schools).
   - Create an array of BS-infused teaching approaches and suggestions to be implemented in credit and non-credit 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.

   **Spring 2010:**
   - Implement pilot program integrating BS-informed teaching strategies and contextualized coursework in selected CTE departments.
   - Survey/assess students BS proficiency at entrance and exit of the class for first benchmarking results.

   **Fall 2010/Spring 2013:**
   - Continue implementing program with additional CTE departments.
   - Recommend departments consider basic skills learning outcomes when developing and updating course outlines.

5. **Anticipated impact on student success**
Integrating basic skills components into CTE coursework will result in an increase of student success and retention. If the program is successful, we should see more student success in finding and retaining employment.

6. Challenges to implementation
   There are challenges in the following areas:
   - Developing integrative lesson plans that are embraced and implemented by departments equally and consistently
   - Securing external experience and expertise to support faculty in their contextualized lesson plan development
   - Quantifying assessment in order to ensure efficacy
   - Motivating instructors to embrace curriculum that may lie outside their expertise will be challenging. Many of the credit and non-credit CTE instructors are not trained in basic skill evaluation and instruction.

7. Funding needed or other resources required for implementation
   Funds to hire faculty and/or administrators from Community Colleges to aid in implementing best practices for contextualized basic skills/CTE instruction.
   - Release time or other compensation for BS-CTE committee members.
   - Release time for BS-CTE coordinator.
   - Incentive for participating instructors and departments.

8. Individuals and Units responsible for implementation
   - CTE-BS Faculty Coordinator
   - CTE-BS Committee members
   - Individual department chairs
   - Participating faculty

9. Shared governance process (if needed for approval)

    - Depending on the goal of the department and instructor, participants should perform pre- and post-tests to evaluate the effectiveness of contextualized lessons, courses.
    - One example of how to implement this is that the department could agree to do a standardized written evaluation at the beginning and end of the semester to evaluate the effectiveness of the contextualized learning in certain classes. The department would contrast the first written assignment with another exercise/assignment given at the end of the semester. (Here, it should be noted that research on clearly evidenced progress of student learning outcomes is stated to be quite elusive.)
    - Each department could compare the differences among classes that integrate contextualized teaching and those that don’t, assuming some instructors may not want to integrate contextualized teaching into their curriculum.
    - Over time, entry and exit assignments, reflecting learning outcomes for students as determined by each department, will provide enough
comparative information to be useful in determining the success of the contextualized instruction.


Effective Practice:

A5: A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Related Effective Practices: A3, D3, B3, A4, D10, D9, B4, D4, D7, D6, B2, D5, D2

Recommendation Number: 4

Work Group: Basic Skills in Career and Technical Education

1. **Recommendation:**
   Develop cohorts of CTE students that are supported by classroom faculty, counseling faculty, classified coordinator/advisor, peer tutors, peer mentors, financial aid services, and/or appropriate combinations of these people with other needed support in a “one-stop” community that supports students in specific credit and non-credit CTE programs.

   These communities could take many forms (some are listed below), but all would have common components, probably including (but not limited to) a classified coordinator/advisor, faculty and staff, including counselors, computer access, and a room or delegated area in which students can:
   a. Study together;
   b. Get tutoring/mentoring from associated instructional faculty;
   c. Get counseling from associated counseling faculty;
   d. Work with peer mentors/tutors;
   e. Get financial aid information;
   f. Get other needed support as appropriate.

   These cohort communities of learners and support can be envisioned in many different ways, reflecting the needs of different students and of different CTE programs. We must not think that one way will work for all students or programs, but rather that different structures and systems will work best for the diversity of students and programs at CCSF. Further, these communities and the services they offer must be flexible; each community should be allowed to evolve as needed to best serve the students in it.

   Some possible models for these communities:
   a. They can be formal and highly structured programs (e.g., Bridge to Biotech);
b. They can be less highly structured, but still have strong connections between students and faculty and tutors (e.g., Math Bridge);
c. They can be paired or linked classes (e.g., a CTE class with a basic skills class, perhaps an ELL class like CDEV with ESL 51A);
d. They can be part of or connected to existing retention programs (e.g., the English department’s collaborations with AASP and LSN);
e. They can be Pre-Enrollment or In-Enrollment programs for specific vocational programs. For some programs, pre-enrollment (that is, while students are in career-exploration phase and/or completing prerequisites – for example, for the LVN program) would be most appropriate. For others, offering contextualized basic skills courses and other “community” services would be best targeted to those who have already enrolled in the program (for example, for the Child Development program).
f. They can be explicit links or bridges between credit and non-credit programs in CTE.
g. They can be something we haven’t thought of yet, but that evolves as we explore these structures.

2. **Rationale for Recommendation:**

Bigger is not better. Research and anecdotal evidence show that students respond to individual attention and that relationships between students and their support people promote success. The best way to make that happen is to provide numerous opportunities for students to develop those relationships. That means teachers, counselors, advisors, mentors, and tutors sitting with students in a variety of ways—sometimes helping with academics, sometimes advising about courses or programs to take, sometimes figuring out solutions for logistical and other life issues, and sometimes just talking. Such relationships are satisfying for both the student and the support personnel and lead to better retention and more success for our diverse students—which translates to more money for CCSF.

Such model of support and integration directly addresses many of the 26 “effective practices.”

- Certainly, cohort community models, by their very nature, create a comprehensive system of support that is structured and highly integrated among academic and student support services (D5, A5).
- Similarly, these communities address the whole student—cognitive, social, and emotional (D3).
- The programs can be highly coordinated, with substantial and integrated counseling support, and directly facilitate the completion of necessary developmental coursework through targeted course linking (A3, B3, A4).
- Such linking also helps ensure alignment between developmental- and college-level courses and allows instructors to tailor instructional practices to discipline-specific, proven strategies (D7, D2).
- Because faculty, counselors, and other support personnel are there with the students, close monitoring of student progress is intrinsic to the communities (D9)
• The need for trained tutors is clear in such an environment and the associated faculty can assist in tutor and/or mentor training activities (D10).
• The flexibility of the programs facilitate a variety of instructional practices to accommodate student diversity (D6, D4).
• Financial aid information and support should be a part of every community (B4).
• Finally, regular program evaluation, including quantitative and qualitative analysis of outcomes, would be a crucial part of every cohort community, ensuring accountability and creating greater opportunity for flexibility as the needs of its students evolve—as Hunter Boylan (director and founder of the National Center for Developmental Education) would say, “if it’s worth doing, it’s worth evaluating” (B2).

3. Recommended action plan for ’08-’09 including outcomes expectations:

Fall 2008-Spring 2009:

Perform needs assessment outlined in Recommendation 1, including:

- Identify credit and non-credit CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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
- Map the basic skills requirements for CTE programs

Fall 2009-Spring 2010:

Based on information gathered through the needs assessment and depending on a CTE department’s needs and capacity, develop 1-2 pilot programs/communities; define network of faculty and staff within each community. A program/community could include just one CTE program (e.g., automotive) or a related group of CTE programs (e.g., skilled trades).

We expect to see improved community among students, teachers, counselors, and other support personnel. In the short term, there may also be some improved retention and success numbers in the cohorts, but until these programs become more established, the anticipated success will probably not be as great as hoped.

4. Recommended 3-5 year action plan

Continue to develop and expand both the number and the size of the programs/communities based on CTE department need and capacity.
Evaluate the effectiveness of the community keeping in mind that there is probably some (unknown) maximum size for a community, after which the benefits of the model will diminish.

After 5 years, we should be able to have developed 4-5 new communities.

5. **Anticipated impact on student success**

10-15% improvement (compared to the 2006-2007 baseline for similar students in CTE programs) in retention and success for students in these programs/communities, with an additional 10% increase long-term.

6. **Challenges to implementation**

- Perhaps the largest challenge is in conceptualization — credit and non-credit CTE faculty and staff need to have a new vision of themselves as comprehensive service providers for students, working closely in conjunction with other personnel who are not within their traditional department. This requires new thinking about who we are and what we do, as well as flexibility over “territory” in the college as academic and student development areas combine and blur in flexible, fluid units that address the needs of our students.

- Space may also be an issue (addressed below).

- Some students in CTE programs do not go through matriculation, so gathering data to assess needs may be a challenge.

- Another challenge may be the flexibility of this recommendation—as it may take so many different forms in different programs, developing consistent monitoring and evaluation measures to see whether it is actually being implemented may be difficult.

7. **Funding needed or other resources required for implementation**

- Funding is needed for a classified coordinator/advisor for each community/program (~$40,000 annually).

- Funding is also needed for student tutors/mentors (varies, but for a start say ~$5000 annually).

- Additional funds will be needed for planning and coordination among instructors, counselors, and other support staff, on an ongoing basis, and more may be needed in the initial stages of the programs (~1 hour per week non-instructional time for instructors and counselors).

- Please note that associated credit instructors need not necessarily be paid extra for time in the “center” (room where the community is located); regular office hours expectations could be fulfilled at the center, rather than in the traditional “office.” Similarly, time spent by counselors in the center could be “in load”; the ideal would be for the center to be near the associated counselor’s office.
• Rooms—classrooms could be used during less impacted times (e.g., from mid-afternoon on, many classrooms are empty).
• Startup costs include tables, chairs, computers, and other necessary materials (hard to know exactly what this is—maybe around $30,000 or $40,000).

8. **Individuals and Units responsible for implementation**
These models will require close collaboration between various department chairs, deans, and other administrators in both Academic Affairs and Student Development. Ultimate responsibility should fall on the Vice Chancellors of those two units of the college. CTE-BS Faculty Coordinator would provide additional support.

9. **Shared governance process (if needed for approval)**

10. **Proposed Evaluation Criteria**
Initially, the cohort communities should be evaluated for success (retention and completion) based on the improved performance of the credit and non-credit CTE students in their cohorts; that is, success should be measured against the success of the same kinds of CTE students before implementation of the communities, rather than against the success of non-CTE students in the college. Long term, the success of the CTE students should be similar to the success of non-CTE students and the programs could be measure in that way as appropriate.
Effective Practice:

D6: Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

Related Effective Practices: A1, A3, A4, A5, B2, B3, C3, D1, D2, D3, D4, D5, D7

Recommendation Number: 5

Work Group: Basic Skills in Career and Technical Education

1. Recommendation:
   Using the Integrated Basic Education and Skills Training (I-Best) program developed by Washington state community colleges as a rough model, develop a joint curriculum in CTE and basic skills that is focused on contextualized learning, employing learning communities (co-instruction preferred, or where prohibitive through learning communities and coordination between CTE and Basic Skills/ESL faculty working with a specific cohort of students).

Credit and non-credit CTE programs to target would be selected with the following criteria:

1. Those CTE programs with a high percentage (at least 65%) of current students who are in, or should be in, basic skills classes.
2. Those CTE programs where lack of mastery of basic skills inhibits program completion and/or employment.
3. Those CTE programs with above average job demand in the county.

The implementation of this recommendation would be supported by Recommendation 4, as a web of counseling, tutoring, and other support around the contextualized learning core would greatly enhance program success. The elements described in the other recommendation are not discussed here in detail.

This program would, for example, pair specific Basic Skills courses with specific credit and non-credit CTE courses, with co-instruction or learning communities. In some cases, CTE programs that are currently taught as a full-time cohort (12 units or more per semester) might need to be extended in time to accommodate the insertion of basic skills coursework. The diversity of our students must be kept in mind. We must take into consideration that most CTE students work part-time or full-time. The following are three examples of how basic skills/ESL classes could
be delivered; however, the specific competencies and levels of the courses to pair will need to be further investigated and developed based on the needs assessment performed in Recommendation 1.

Community Health Worker Certificate Program – primarily part-time students
Semester 1: HLT 59: Intro to CHW (1 unit)
ESL or Basic Skills English class – contextualized (2-4 units)
LERN 51 or 52: Success skills for college (1-3 units)
Electives (1-3 units)
Semester 2: HLT 60, 62: CHW core classes (5 units)
Basic Skills math class – contextualized (2-4 units)
Semester 3: HLT 61, 63: CHW core classes (5 units)
Basic skills English or ESL class – contextualized (2 units)
Semester 4: HLT 64: Health Education (3 units)
Basic skills class – contextualized to HLT 64 (1-2 units)
Electives (1-3 units)

Nurse Assistant / Home Health Aide Certificate Program – 1 semester program
Semester 1: VOCN 23 (6 units)
VOCN 24 (3 units)
VOCN 25 (3 units)
Transitional Studies or other BS class – contextualized
OR Noncredit/credit ESL – contextualized

(Here it would have to weigh the pros/cons of extending to two semesters to infuse more Basic Skills – it could hurt retention, and our program is already longer than proprietary schools that offer CNA training.)

Child Development (general certificate):
Semester 1: CDEV 53 (3 units)
CDEV 65 (3 units)
BS English or ESL – contextualized (3-6 units)
Semester 2: CDEV 66 (3 units)
CDEV 67 (3 units)
BS Math – contextualized (2-4 units)
LERN – school or professional success skills (1-3 units)
Semester 3: Electives (6 units)
BS Skills - ?? – (1-6 units)

2. **Rationale for Recommendation**
   In discussion with vocational instructors in multiple venues – at a meeting of the School of Health and PE, at a workshop at CCCAOE, in pilot programs that have combined CTE and basic skills such as the T-TEC program – contextualized
education is a common theme. The diverse group of students who come to college in order to get or keep a job are often reluctant to matriculate and take classic English or Math classes; however, their mastery of basic skills can often hold them back in the workplace. The key to their learning of math, English/ESL, reading and writing skills is contextualizing it to their work. Many times, credit and non-credit CTE faculty who have no specialized instruction in basic skills attempt to teach contextualized basic skills during regular CTE courses, however this is not the most effective way to deliver basic skills instruction.

The I-Best model has produced remarkable results, with students enrolled in I-Best being 15 times more likely to complete a vocational certificate than those enrolled in the normal CTE paths. The key element of I-Best is contextualized instruction, with a high degree of competency in teaching by pairing basic skills and CTE instruction, often with two expert teachers in the same classroom. (In other cases, a learning community is the preferred mode of delivery. For example, a Child Development course for a mixed cohort of English-language learners and native English speakers may create a Learning Community with an ESL course on one hand, and a Basic Skills English class on the other, to meet the needs of both components of the CDEV cohort.) Rather than phasing the basic skills coursework as a hurdle to be passed prior to enrollment in CTE (or ignored altogether), the student’s learning in enhanced by a more “whole person” approach that combines basic skills, vocational skills development, and work readiness/career planning.

This model promotes conceptualizing learning outcomes at a program level, beyond the individual class level, which aligns with institutional priorities regarding student-learning outcomes.

Another advantage of this approach is that it is scaleable. Existing data can help CCSF to select a few pilot programs that could most benefit from the I-Best type of approach, cohort-based programs can be adjusted to incorporate basic skills instruction, and these initial pilots can be rigorously evaluated. In particular, it would be important to assess how to adapt the model to our local culture and conditions – how to leverage the unique characteristics of CCSF and of our city to make this model work for us.

3. **Recommended action plan for ’08-’09 including outcomes expectations:**

   **Fall 2008-Spring 2009:**

   **Perform needs assessment outlined in Recommendation 1, including:**

   - Identify credit and non-credit CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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
- Map the basic skills requirements for CTE programs

**Fall 2009-Spring 2010:**
- Based on the abovementioned needs assessment based and criteria listed above, identify 1-3 credit or non-credit CTE departments interested in pilot programs, and consult with faculty/staff regarding possible willingness to adapt curriculum to create an I-Best-like cohort of combined CTE and BS. Explore program-specific barriers (each department is likely to have some.)
- Develop an I-Best-like cohort (temporarily named I-Best-City). Selection should be complete no later than October ’09, to allow sufficient planning time.
- Select lead faculty from both CTE and BS departments to work on the I-Best-City cohort design.
- Develop contextualized curriculum and submit any new/revised course outlines to curriculum committee for approval by April ’10.
- Develop materials to communicate the I-Best-City concept to students, faculty and other stakeholders.
- Seek supplementary funding (in addition to BSI funds) as needed.
- Recruit students into the I-Best-City cohorts and provide them with an Orientation session in spring ’10 that explains the program and expectations (for course work to begin summer ’10 or fall ’10).
- Pilot a first class for the I-Best-City cohorts, which could be for example a “gateway” class (such as HLTH 59 for the CHW program, or HLTH 100 for the drug/alcohol program) that is co-taught by a CTE and a basic skills instructor (may need to extend 1 unit courses to 1.5 units?). Debrief this experience with the larger group of faculty/counselors/staff for the designated cohort, in particular to benefit from formative/process evaluation.

Outcomes for this initial year would include course sequencing and design (or revision) with curriculum committee approval of changes (and State Chancellor’s Office approval of certificate design changes?); adaptation of materials from I-Best (or similar programs) out of state; dialogue with any other California community colleges who are also attempting to replicate I-Best; formative evaluation of one or two class offerings using the cohort model; dissemination of materials describing the program to appropriate stakeholders; and enrollment of an initial cohort (1 to 3 cohorts) for the pilot phase of the I-Best-City program.

4. **Recommended 3-5 year action plan:**
- Between Fall ’10 and Spring ’12, the initial 1 to 3 I-Best-City cohorts would be in pilot implementation phase, with the enrollment, instruction, counseling, and eventual completion of CTE certificates (infused with Basic Skills).
• One or two cycles per cohort should be completed for the pilot, while formative and summative evaluation is underway and additional funding (including new funding mechanisms like those obtained in Washington State) is developed.

• In the ’11-’12 year, assuming initial results are promising, an additional 3 to 5 programs should be selected for I-Best-City implementation, based on criteria above along with any additional indicators of success that emerge from the pilot/formative evaluation process. Immediately upon selection, teams should be formed for each program to adapt curriculum, etc.

• Implementation of the new 3 to 5 I-Best-City programs would begin in the ’12-’13 academic year, with those programs grown and stabilized by spring ’14 (approximately 5 years after this recommendation is adopted). The 1 to 3 original I-Best-City programs should continue to refine and institutionalize their approaches in the ’12-’14 period, including possible expansion of cohorts to a larger segment of students in their respective departments.

5. **Anticipated impact on student success:**
Based on the I-Best results in Washington, we anticipate that students who participate in this program will complete 2 to 3 times as many units of instruction as a comparison group of CTE students (matched on relevant variables), over a two year period; and that CTE vocational certificate completion rates among the students participating in I-Best-City will be at least twice the rate of completion (over a one-year or two-year period, depending on certificate requirements) compared to the history of the CTE department in the period immediately prior to I-Best-City implementation (or other apt comparison group). In addition, we anticipate higher job placement for students in the I-Best-City program, and higher satisfaction among students. We also anticipate that if it were possible to evaluate income for students in I-Best-City program over a five-year period post-completion, that their average earnings would be higher than those completing the same CTE certificate without mastering basic skills.

6. **Challenges to implementation:**
• One challenge to implementation is cost. The I-Best model involves two instructors in the same classroom, as well as possible counseling, tutoring, and other costs. There are start-up costs related to curriculum development and revision, and coordination time for faculty from CTE and Basic Skills areas. There are also costs associated with planning and evaluation of the project.

• Another challenge to implementation may be the addition of units and time to the existing CTE programs. To incorporate basic skills instruction, some certificates may grow in number of units, and if they go over 18 units they require a different level of review at the State Chancellor’s Office. Also, some programs may experience challenges to retention if the program is expanded over more semesters. One solution to this may be to create tiered or nested certificates.
• A third challenge is faculty/staff development, as this program requires some degree of cross-training between faculty with different specialties, as well as a higher degree of collaboration and interdependence than faculty may be used to.

• Another challenge is resistance to change. It is a normal aspect of human response to change, and it would need to be managed when looking at such a radical re-envisioning of CTE and Basic Skills.

• A final challenge is sustainability. Washington State was able to create a sustainable funding mechanism for I-Best by altering the FTES reimbursement rate for these classes. Policy work in California would be needed to achieve the same or similar mechanisms for sustainability.

7. **Funding needed or other resources required for implementation:**

• Funding is needed for planning, in particular if any outside expertise (consultants, or visits from I-Best Washington) is needed. Approximately $20,000 for the initial planning, evaluation design, and selection process for initial pilot sites. (?)

• Curriculum development, revision and alignment would require substantial faculty non-instructional time, prior to launch of the initial 1 to 3 pilot cohorts. Estimated cost $8,000 per cohort (200 hours of non-instructional time across multiple faculty x $40/hour). (plus benefits – another $2000?)

• Instruction costs are nearly doubled, as the I-Best model involves two instructors in the same classroom; this could be reduced by mixing some courses with double instruction with the learning community model (where two or more courses are paired). Approximate costs beyond the usual FTES-supported instructional costs would be perhaps $12000 per semester per cohort (the cost of approximately 6 units of additional or co-instruction).

• Rigorous evaluation of the project is essential to its sustainability. Annual costs for outside evaluator would be estimated at $50,000 – this could be reduced by leveraging a research grant for the evaluator/researcher.

• Associated counseling, tutoring, mentorship, social support to students in cohorts, etc. would also be incurred. Some of these costs are described in Recommendation 4 (and possibly other recommendations) and are not detailed here.

• Design and printing of materials communicating about the new program would also require a budget – approximately $5000.

• Other start up costs (computers, materials, minor modifications to space, curricular supplies, office supplies) will be needed as well. Estimate: $5,000 to $50,000 per cohort, depending on many factors.

8. **Individuals and Units responsible for implementation:**

The planning, design and selection phase would be led by the CTE-BS Committee with day-to-day support from the CTE-BS Faculty Coordinator. Once the pilot cohorts are selected, those departments (combined CTE and BS departments) would have primary responsibility for implementation, while the evaluation function would be taken up by (an outside evaluator in conjunction with the Office of
Research, Planning and Grants?) and the Steering Committee would continue to provide guidance and project monitoring.

9. **Shared governance process (if needed for approval):**

10. **Proposed Evaluation Criteria:**
    See proposed outcome measures above. The evaluation criteria should be appropriate to each phase of implementation – in the initial phases, formative evaluation is the principal focus, for program adjustment and improvement, and in the later phases, outcomes measures should indicate improved course/certificate completion rates and (if feasible) longer term employment outcomes. Process evaluation should highlight how to make this model work for the specific conditions of CCSF, and those lessons should be shared as the project grows in scale. Sustainability and related policy change should also influence the selection of evaluation criteria, so that cost/benefit measures can be reported persuasively to policy-makers, should the intervention prove to be effective.
BSI-CTE 6

Basic Skills Initiative
Recommendation Final

Effective Practice:

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


Recommendation Number: 6

Work Group: Basic Skills in Career and Technical Education

1. **Recommendation:**
   Expand tutoring services for students for Career and Technical Education students on branch campuses. Provide basic skills tutoring with expanded hours for both credit and non-credit students and raise awareness of these support services to faculty. Include basic skills (beyond English, math and critical thinking) that are emphasized in CTE programs such as technical and business communication, basic computer skills, and information competency.

2. **Rationale for Recommendation:**
   - Expanding a learning assistance program to other campuses would better serve our diverse students in Career and Technical Education, both in credit and in non-credit.
   - The individual attention students receive from tutors and peer mentors promotes success, thereby increasing student retention. While some research (Irwin 1981) shows that tutoring might have little impact on student achievement, it does seem to have a significant impact on college persistence (Koehler 1987; Vincent 1983).
   - By incorporating basic skills tutoring services into credit and non-credit CTE programs we may avoid some of the issues of marginalization and stigma, and promote interrelationships (McQueeny 2001, Carino 1995, Burns 2006).
   - Having tutoring services on all campuses is important since location plays a key role in effectiveness (Haviland, Fye and Colby 2001).
   - Technology and software can be recommended for tutorial support in conjunction with the departmental curriculum, but is useful primarily in an integrated approach (Stoik 2001, Caverly 1995).
Since many CTE students enter programs without recent English and math courses, tutoring may be particularly useful in promoting their success.

3. **Recommended action plan for ‘08-‘09 including outcomes expectations:**

   **Fall 2008-Spring 2009 (See Recommendation #1):**
   Perform needs assessment outlined in Recommendation 1, including:
   - Identify credit and non-credit CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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.
   - Map the basic skills requirements for CTE programs.

   Additionally,
   - Investigate different modes of tutoring such as tutoring via technology. In addition to formal tutoring, there are online tutoring sites and tutoring software programs.
   - Investigate locations and means for bundling tutoring with other services such as counseling, libraries and computer labs.
   - Find out when students are available and when the demand for tutoring is the greatest.

   **Fall 2009-Spring 2010:**
   - Based on findings of research performed in Recommendation 1, choose two campuses with a high percentage of credit or non-credit CTE programs enrolling students with basic skills needs to pilot this program.
   - Use existing training protocols and create new ones as needed to prepare tutors.
   - Provide fliers and other promotional materials as well as electronic materials to faculty.
   - Bring tutors to classes to meet students and promote services directly.
   - Do a follow up assessment to assess success of the program.

4. **Recommended 3-5 year action plan:**
   - Continue the program over the next 3-5 years, adding more campuses over the next 3-5 years, according to the assessment of the program.
   - Evaluate the program from the perspective of both tutors and students using the service with student questionnaires.
   - Evaluate effectiveness with faculty from participating programs and student retention and success data.
• Improve programs based on evaluations and with a view to folding services into integrated programs such as cohort models of learning.

5. **Anticipated impact on student success:**
   • Larger numbers of students will successfully enter and complete CTE courses and programs.
   • Student retention will increase as students get the individual help they need to be successful in these programs.
   • Students who cannot easily access the Ocean Avenue campus will have more opportunities to achieve success.
   • Students who are taking courses in programs not offered at the Ocean Avenue will have the options of tutoring which will improve their success.

6. **Challenges to implementation:**
   • Finding tutors available and willing to work at other campuses besides the Ocean Avenue campus.
   • Finding tutors willing to work expanded hours such as evening and weekend hours to accommodate CTE students schedules.
   • Finding a room or area where tutoring can take place.
   • Creating a training program for new tutors.

7. **Funding needed or other resources required implementation:**
   Funding is needed for tutors, promotional materials, facilities, and for faculty to coordinate the project.

8. **Individuals and units responsible for implementation:**
   • The tutoring center would be spread across different CTE programs and departments. The responsible parties would be deans, department chairs and faculty coordinating the projects.
   • The Learning Assistance Center could be responsible for setting up, monitoring and administering the tutoring program.
   • The CTE-BS Faculty Coordinator would work with the LAC and support campuses/departments in program initiation.

9. **Shared governance process (if needed for approval):**

10. **Proposed Evaluation Criteria:**
    • Keep records of the students using the tutoring services and monitor their success and retention in CTE programs.
Effective Practice:
D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.


Recommendation Number: 7

Work Group: Basic Skills in Career and Technical Education

1. Recommendation

Expand, promote, and facilitate peer-mentoring opportunities, including mentor support and training, for students in credit and non-credit Career and Technical Education (CTE) programs with an emphasis on the basic skills expected in today’s workforce: English, mathematics, study skills, critical thinking, information competency, technical language, professional communication, core computer skills.

Peer mentoring support is offered through the Office of Mentoring and Service Learning (OMSL) at CCSF, but not all programs take advantage of this. We also recommend examining ways of integrating peer-mentoring with virtual communities, online interactions (chat, blogs, wikis, etc.) and other technologies that may mitigate the limits of time, physical space and access to support services that many of our CTE students encounter, particularly at smaller campuses.

2. Rationale for Recommendation

Peer mentoring support and training is currently offered through the Office of Mentoring and Service Learning (OMSL) at CCSF. This office defines peer-mentoring as providing “guidance, wisdom, knowledge and support in a manner in which a protégé can receive it and benefit from it. A mentor is different from a tutor. A tutor specializes in content area support. A mentor develops a relationship with the protégé that provides overall guidance in a field of study or career.”

For students in CTE programs, peer-mentors’ “overall guidance” abilities should include an understanding of basic skills required in their particular field and among their diverse students. Peer-mentors should be able to steer students with basic skills needs to support services such as learning assistance centers, tutoring,
counseling, DSP&S, computer labs, and library information resources, in addition to helping them take advantage of their own departmental support offerings.

McCabe and Day (1998), and Ashwin (2003) include “peer support” in the broad range of integrated services that improve student success and potentially, the quality of learning. The OMSL’s own data show that peer-mentoring programs for CTE students at CCSF have improved grades and retention both for the past three years. However, this data does not analyze the success of peer-mentoring from a perspective of improving outcomes in the basic skills that employers look for in career and technical education.

The OMSL currently supports peer-mentoring programs in 10-15 specific CTE programs at CCSF, a small percentage of all CTE programs. As shown in the RFP for Faculty Development Grants for peer mentoring, these programs may be aimed at, but do not necessarily focus on basic skills needs. The issues to investigate are why more CCSF programs don’t take advantage of peer-mentoring support, whether they address all the basic skills expected of both credit and non-credit CTE students for workforce readiness, and how to promote, enhance, and expand these programs.

Surveys of employers have found that too many people entering the workforce lack not only basic skills in English, math, and other core subjects, but also in social skills, communication, workplace professionalism and leadership (McLester and MacIntire, 2006; Buhler, 2008). Because peer-mentoring aims at overall guidance, it can focus on links between the basic and applied skills needs that employers within a given field find most necessary. Peer mentoring is itself a social relationship that can reveal how students interact with colleagues and even perhaps model workplace relationships to help students integrate different skill sets.

CCSF is a large, diverse, and diffuse environment, and many CTE students at smaller campuses have limited contacts with people or facilities outside their own department due to time constraints, transit and financial constraints, jobs and families. Support services may be physically distant or not obvious to students despite many efforts at publicity. Haviland, Fye, and Colby (2001) promote geographic centrality for academic support centers to promote visibility, but this may not be achievable in the short term for campuses without such centers, due to space limitations and costs. Peer mentors can provide a window to departmental and college services at other campuses, and advise their protégés on ways to effectively take advantage of them, shortcutting the discovery process.

One other goal of this recommendation is investigating and supporting virtual communities for peer support. Face-to-face contact in peer mentoring or any support services is to be promoted, but due to the aforementioned time, space and other limits, creative ways of expanding connections should be explored. The Poppy Copy (2007) recommends academic support that includes “diverse and active learning experiences” such as workshops, study groups, video, software, and
flexible hours. These all may be provided online. Also, peer mentors may be able
to spend more time with protégés through social networks, email, chat rooms,
blogs, etc. While individual peer mentors may already do this, institutionally
supported sites, online accounts, and other tools will be necessary to expand
services and study the efficacy of these approaches.

3. **Recommended action plan for ‘08–’09 including outcomes expectations**

**Perform needs assessment outlined in Recommendation 1, including:**

- Identify credit and non-credit CTE programs that have a high percentage of
  students either co-enrolled in basic skills/ELL 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
- Map the basic skills requirements for CTE programs

**Fall 2009:**
1. Survey OMLS and CTE programs that do not offer peer mentoring to find out
why they lack these programs and to identify interested participants. Survey faculty
to get a sense of the basic and applied skills needs of students in these departments.

2. Examine evaluations of existing CTE peer-mentoring programs to measure basic
skills support effectiveness, support for workforce preparedness beyond grades and
retention rates, and peer-mentors’ perceptions of their training and support needs.
Create new evaluation models if necessary.

3. Review training and support options for faculty advisors and peer mentors
provided by the OMSL and CTE departments with particular attention to CTE basic
skills needs, as reflected in the literature on workforce readiness. Document what,
if any, enhancements may be made to training and support. Review departmental
commitments to supporting peer-mentor networks when programs are established.

4. Investigate research and models for technology-based communication modes to
enhance peer relationships and support services. Set up virtual spaces and
appropriate tools for communication. Create criteria and models for evaluating
these techniques.

5. Propose a strengthened peer mentoring for basic skills model for CTE programs
based on results in 1-4 above.

**Spring 2010:**
Promote peer-mentoring programs for basic skills in CTE programs in a targeted
way based on research above, in order to expand interest in and use of the program.
Among participants, select 2-3 different kinds of programs to evaluate outcomes in
basic skills improvements, workforce readiness, retention, and mentor and protégé perceptions of methods and outcomes. Compare programs at different campuses to see how peer-mentoring works with and without easy access to learning assistance, tutoring and other special programs.

Outcomes expected: Increased use of peer mentoring by credit and non-credit CTE programs. Effective support and training models in place for peer-mentors that is specifically tailored to basic skills and CTE needs. Enhanced interaction between mentors and students taking advantage of technology. Increased student retention and success in CTE programs using these programs.

4. **Recommended 3-5 year action plan**

Continue to evaluate program changes and expansion. Expand to more credit and non-credit CTE programs. Modify training, support, and methods of delivery as indicated by program evaluations. Examine and make recommendations on how to integrate peer-mentoring programs with tutoring and other support services in cohort or other holistic models of student support.

5. **Anticipated impact on student success**

Peer-mentoring programs already show improved grades and retention in CTE programs. It is anticipated that focusing on peer mentoring for basic skills that include both academic and workforce needs will make these programs more appealing to credit and non-credit CTE departments that are not taking advantage of them at present.

Training peer mentors with a greater focus on their professional context will increase early identification of basic skills needs, and improve their protégés’ access to appropriate services. The range of “basic skills” improvement for our diverse CTE students will increase along dimensions appropriate for their chosen profession.

6. **Challenges to implementation**

- Identifying the unique needs and challenges of basic skills in credit and non-credit CTE programs
- Availability of peer mentors
- Staff for training
- Training of trainers in new technologies
- Facilities for training and peer-mentoring interactions
- Limited existing research on peer-mentoring in virtual communities and other new technologies will require experimentation in design of these offerings
- Students with basic skills needs may not function well with computer-based communication
7. Funding needed or other resources required implementation

- Research staff and resources to design surveys and other tools to examine underutilization of peer-mentoring and other aspects of the program
- Funds for training design and implementation
- Physical facilities
- Email accounts for students
- Software and online “space” for interactions
- Computers
- CTE-BS Faculty Coordinator to coordinate between OMSL and CTE departments.

8. Individuals and units responsible for implementation

- CTE-BS Faculty Coordinator and Committee
- Interested CTE programs
- OMSL staff

9. Shared governance process (if needed for approval)


- Conduct pre- and post-training evaluation of mentors to measure training effectiveness
- Survey faculty and student perceptions of peer-mentoring success in the context of specific program goals.
- Measure basic skills improvements with pre- and post-testing in initial pilot offerings. Collect data on student retention and performance.
Effective Practice:
A2: 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.

Related Effective Practices: A5, D2, D1

Recommendation Number: 8

Work Group: Basic Skills in Career and Technical Education

1. Recommendations:
- Expand existing and or create new .5-1 unit courses in credit and non-credit Career and Technical Education (CTE) programs that introduce CTE Curriculum (eg. Introduction to Careers in Health, and Intro to Careers in Real Estate) and provide students information on the basic and employability skills required for employment in the field.
- Build on existing model of CDPC partnering with a department to offer such a course through LERN, specifically LERN 52A-LERN 52B (.5-.5 units) that is degree applicable and CSU transferable (See attached LERN 52A/B Sample Course Title List).
- New LERN 52A-LERN 52B introduction courses can be linked (or develop learning communities) with LERN 61 “Intro to Career Success” or AAPS 102 “College Orientation” (Pending Board approval) or LERN 21A-21B (1-1 unit) College Success for Intermediate ESL Levels.
2. Rationale for Recommendation:

- Credit and non-credit basic skills students need more access to CTE introduction courses to emphasize basic reading, math, writing skills needed toward each career path. Some 3 unit introduction courses are unattainable to basic skills students and have pre-requisites (such as PLS 1 “Introduction to Paralegal Studies” with pre-requisite of English 96) for higher levels of English.
- These LERN 52A-LERN 52B courses would assure better success for basic skills students in all areas of CTE and provide students with knowledge of CCSF programs, educational preparation, career opportunities, and guest lecturers from community professionals would assure better success for basic skills students in all areas of CTE.
- Through links (or learning communities) developed by Instructors and Counselors, basic skills students will obtain college and career success.
- More sections of LERN and AAPS will increase FTES.

3. Recommended action plan for ’08-’09 including outcome expectations:

Perform needs assessment outlined in Recommendation 1, including:

- Identify credit and non-credit CTE programs that have a high percentage of students either co-enrolled in basic skills/ELL 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
- Map the basic skills requirements for CTE programs

Fall 2009

- Build on existing models that work (see attached CCSF Introduction Courses List) and make available attached introduction course list on the CTE website.
- Research creating additional introductory courses for Career and Technical Education success for basic skills that are degree applicable and CSU transferable
such as LERN 52A-LERN 52B. For non-credit classes, these new courses should help identify the basic skills needs for CTE careers targeted in our non-credit programs.

- Faculty builds on existing models of CDPC and partner with LERN to create new LERN 52A- LERN 52A introduction courses such as an existing course: HLTH 7 “Careers in Health”: a survey of opportunities in health careers with special emphasis on those offered by City College of San Francisco (see Catalog). Lectures include pertinent information on various career opportunities, educational preparation, current salaries, job mobility, and advancement potential. Guest lectures from professionals in the various health careers are a major part of this course.

- As we move into the 21st Century, the CTE curriculum could partner with outside organizations or community leaders as a bridge to the classroom and the world of work.

- Faculty from various departments may link with LERN 61 Intr to Career Success or AAPS 102 College Orientation (Pending Board Approval) or LERN 21A-21B (1-1 unit) College Success for Intermediate ESL Levels (designed for students currently enrolled in ESL 42-68).

- Through links (or learning communities) with LERN 61 and AAPS 102 and LERN 21A-LERN 21B, basic skills students will be encouraged to meet with a counselor to develop an education plan and/or a career action plan with a Career Counselor.

- Highlight CTE website assessment and/or offer more Assessment courses such as LERN 65 (1 unit) Career Self Assessment and refer these students interested in specific CTE to LERN 52A-LERN 52B introductory courses.

4. Recommended 3-5 year action plan:

- Contact Faculty from various credit and non-credit CTE departments to form new .5 unit introductory course through LERN 52A-LERN 52B (See Introduction Course Title Sample); Research and develop curriculum, and send course outline to curriculum committee.
• Identify Faculty from various departments to begin instruction of new .5 unit LERN 52A-LERN 52B CTE introductory course.

• Assist with passing AAPS 102 through Academic Senate’s Curriculum Committee and Board approval with a curriculum that is degree applicable and CSU transferable.

• Faculty instructors encouraged to link (or form learning communities) new LERN 52A-52B with LERN 61 or AAPS 102 or LERN 21A-21B.

• Place the CCSF Introductory Courses List on CTE website (see attachment).

• Highlight CTE website assessment and/or offer more assessment courses such as LERN 65 Career Self Assessment. Based on results of these career tools, recommend CVT LERN 52A and/or LERN 52B courses.

• Put finances and cost projection in place.

5. **Anticipated Impact on Student Success:**

• Early understanding of workplace skills, values, and interest, will help guide the student throughout his/her career in the CTE programs at CCSF.

• Better retention and success due to early knowledge of skills and interests required for certain fields. Students will be more successful if led into an appropriate field of interest.

• Anticipate that a positive and lasting outcome will continue into his/her working lives (career satisfaction).

6. **Challenges to implementation:**

• Faculty stipend and overload incentives are important despite the budget crises.

7. **Funding needed or other resources required for implementation:**

• Faculty incentive stipend to develop curriculum for introduction courses and/or for course links/learning communities.

• Faculty overload incentives.

• Hire Faculty for backfill for 2.0 release or more.

• Supply funds needed for books and other materials.
8. Individuals and Units Responsible for Implementation:
- Faculty from various departments
- LERN
- CDPC
- AAPS

9. Shared governance process (if needed for approval):
LERN 52A, LERN 52B, and AAPS 102 must be passed through Academic Senate’s Curriculum Committee and then for Board approval.

10. Proposed Evaluation Criteria:
- Teaching with technology, modeling the use of appropriate technology in teaching.
- Involve students in meaningful activities, using multiple strategies in which students can build upon their experiences.
- Emphasize application e.g. with methods such as group activities.
1. Recommendation: Professional Development Partnership Teams

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 academic coursework. College success, English, ESL, and Math faculty will work with academic-course instructors to review their course outlines, syllabi and sample assignments in order to identify learning issues and develop strategies and activities that will enhance their basic skills students’ ability to successfully participate in the course.

2. Background

Basic skills students enrolled in academic courses tend to be under prepared to study the content. They lack specific study strategies necessary to succeed in those courses. They can be passive in forming and joining study groups. Research has found that academic support strategies and basic skills strategies are best taught connected to specific academic content.

Pilot Partnership Teams are being initiated this Spring 08 between college success faculty and faculty from Health Science and IDST. These teams are already developing projects for classroom assistance.

3. Recommended action plan for ’08-09 including outcomes expectations

Choose five departments in which to pilot this program. Identify 3-4 college success faculty, 3-4 basic skills faculty, 5 academic faculty in disciplines where high numbers of basic skills students enroll.

Activities:

a) Coordinate five Professional Development Partnership Teams of three faculty each, such as:
   • 1 College Success faculty and/or 1 Basic Skills faculty, and 1 Humanities course faculty
• 1 College Success faculty and/or 1 Basic Skills faculty, and 1 Soc/Behav Sci course faculty
• 1 College Success faculty and/or 1 Basic Skills faculty, and 1 BIO/Physical Sci course faculty
• 1 College Success faculty and/or 1 Basic Skills faculty, and 1 Business course faculty
• 1 College Success faculty and/or 1 Basic Skills faculty, and 1 Health Care/Science faculty

b) Members of each Partnership Team will decide on activities that will enable students in the content area class to learn the material using active learning, study techniques and basic skills strategies. College success and basic skills faculty will visit the academic class, meet with the instructor to discuss issues, and together with the academic faculty, will develop activities for basic skills students to better learn the content. Each team will create resources, such as “Study Strategy Sheets” for the activities that others can use to duplicate. The teams will meet together to share outcomes.

c) Activities will be specific to the content area being studied and include activities such as:

**College success strategies**
- Memorization technique
- Modeling/scaffolding strategy
- Peer collaborative study group activity
- Small Groups (break down effectively)
- Resources
- Effective time planning
- Tailor assignments to work with Library Resources (online databases)
- Inspire Study Groups
- Note-Taking: lecture in organized way
- Syllabus and Assignments
- Time Management for both Faculty and Students
- Use Tutoring
- Mentorship and Service Learning
- Diversity Sensitivity

**Basic skills strategies**
- **Reading**
  - Textbook reading strategy
  - Reading Apprenticeship
- **Writing**
  - Clear Writing Assignments-Writing Process
  - Embedding MLA/APA format into syllabus
- **ESL Listening/Speaking**
  - Speaking up in class
4. Recommended 3-5 year action plan
   Continue program by coordinating 5 new Partnership Teams each semester. As new information is gathered from the teams, the model will be updated and revised, and outcomes will be shared.

5. Anticipated impact on student success
   Success rates for students concurrently enrolled in ENGL 90, 91 or 92 along with an academic course such as POLS 1 are XX% as compared with success rates of XX% for students concurrently enrolled in ENGL 94, 96, or 1A. The anticipated impact on students is that the pass rates for basic skills students enrolled in affected academic courses will increase by 10%, and GPA of all students will increase.

6. Challenges to implementation
   It is anticipated that setting up original Partnership Teams may be time consuming. This Spring 08 a pilot program is being constructed. Achieving the proper mix of academic faculty has been challenging, but with an ongoing program, this challenge should quickly settle itself.

7. Funding needed or other resources required for implementation
   15 hrs/sem per Team Member for 5 Teams of 3 members each, plus one coordinator:
   15 hrs/sem. X 2 sem./yr X 16 faculty X approx. $40/hr
   *Total Cost is approx. $19,000/yr to begin, with increases when it is fully developed.*

8. Individuals and units responsible for implementation
   Learning Assistance Department:
   English Department:
   ESL Department:
   Math Department:
   
   One coordinator from one of the above departments to coordinate the project.

9. Shared governance process
   At this time, no shared governance process is needed.

    Comparative data will be used to assess the retention and academic success of students who enroll in courses where the academic faculty is participating in a Partnership Team as well as the use of qualitative research to document the academic experiences of these students. In addition faculty satisfaction with staff development activities and resources will be evaluated.
Workgroup Chairs Notes:
- **One unique aspect of this proposal is that it converts underutilized office hours into interactive small group sessions that include academic and student services faculty, peer mentors and students**
- **This proposal could be piloted with one of the retention programs, within a department or with the Learning Assistance Center**
- **The impact on basic skills students would be measured by pass/retention rates, GPA, and possibly a student engagement survey (improvement in all three areas)**
- **It would require some hours for a coordinator (for activities related to faculty recruitment/buy-in, orientation, follow-up, evaluation, and general coordination)**

Basic Skills Initiative Recommendation

**Study Clusters**

Effective Practice: A5: A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Related Effective Practices: A3, D3-D5, D9

Recommendation Number: 2

Work Group: Basic Skills in Liberal Arts and Sciences

1. **Recommendation:**
   Develop “clusters” that incorporate classroom faculty, counseling faculty, and peer mentors in a “study hall” format that would enhance interaction between students and faculty, and enable students to better access services that they need to succeed.

   **These models must be flexible; each “study hall” should be allowed to evolve as needed to best serve the students and faculty in each cluster/discipline.**

   The components for each cluster are:
   a. An informal, comfortable space where students can study, meet other students, and their teachers and counselors outside of the classroom.
   b. Some incentive from classroom faculty for students to attend the “study hall” (e.g., extra credit, points for an assignment, etc.).
   c. Student development staff support (counselor, financial aid staff, retention program staff, etc.)
   d. Peer Mentors who have experience in the instructor’s class, or similar classes, or in student support (i.e., Students Supporting Students or other peer mentoring program).
e. Food, snacks or other incentives to make the environment more welcoming/accessible than a typical classroom, or tutoring center.

Some possible models for these clusters:
- They can be part of or connected to existing retention or support programs (e.g., the English department’s collaborations with AASP and LSN);
- They can be centered on “clusters” of faculty from disciplines that have a large basic skills population (i.e., general ed classes).

2. Rationale for Recommendation
Building a relationship between students and faculty is the best way to encourage student success, especially for basic skills students. Because City College can be very large and impersonal, we need to provide more opportunities for students to interact with faculty in less formal, more accessible settings than our classrooms and offices. This could provide different kinds of support for students (academic support, career advice, life issues, etc.) in a holistic way that better serves our students’ needs.

This model of support and integration addresses many of the 26 “effective practices”, including the following:
- It creates a comprehensive system of support that is structured and highly integrated among academic and student support services (D5, A5).
- The model addresses the whole student—cognitive, social, and emotional (D3).
- Faculty, counselors, and other support personnel interact with the students, allowing close monitoring of student progress (D9)

3. Recommended action plan for ’08-’09 including outcomes expectations
Develop 3-5 clusters in different disciplines or programs.

We expect to see improved interaction among and between students, teachers, counselors, and other support personnel. We also expect to see improved retention, persistence and success among students who participate in the “study hall/cluster”.

4. Recommended 3-5 year action plan
Continue to develop and expand both the number and the size of the clusters.

5. Anticipated impact on student success
Increased retention and success for students who participate.

6. Challenges to implementation
- Space.
- Encouraging faculty to participate, and especially classroom and counseling faculty to work together.
7. Funding needed or other resources required for implementation
   • Space – empty classrooms or other space is essential, properly equipped
   • Funding for student mentors (possible through mentoring and service learning?).
   • Food
   • Staff Development/Training for participating faculty and mentors

   NOTE: (Instructors/counselors can hold office hours in the study hall, rather than in our offices, as part of our regular assignment)

8. Individuals and Units responsible for implementation
   The model will require close collaboration between classroom and student support faculty.

9. Shared governance process (if needed for approval)

    Compare the performance and success of students who participate vs. students who don’t, either within the same class or in different sections of the same course. Also, ask for feedback from students in the form of a questionnaire about how to improve participation and better support their success in the future.
Workgroup Chairs Note:
This proposal, with its focus on SF neighborhoods, ideally could be offered as a Campus Retention Program, e.g., at Mission Campus.

Basic Skills Initiative

Dedicated Cohort, Liberal Arts and Sciences Group

Effective Practices: A4, A5, A6, B1, B3, D3-D6, D9

Recommendation Number: 3

Work Group: Liberal Arts and Sciences

1. Recommendation:
   Develop a cohort of first-year students from neighborhoods in San Francisco which experience high levels of violence, higher levels of unemployment and have historical barriers to higher education.
   
   The program would be structured as one large cohort which would break down into smaller cohorts in developmental English classes based on assessment. One counselor would be responsible for coordinating the program, providing ongoing support for students, and developing relationships with faculty in English and ESL and other interested faculty to work with students involved in the program.

   This kind of structure creates and institutionally reinforces strong peer relationships which research illustrates supports students’ persistence in college and facilitates their ongoing engagement with higher education.

   The program would consist of the following elements:
   1. Outreach. Outreach to public high schools in targeted areas, including presentations for potential students and tours of City College.
   2. Assessment and Placement. Assessment and placement of students within developmental English/ESL classes, keeping subgroups together within each English/ESL course/level and encouraging them to continue into the following courses together.
   3. Summer Bridge Program. A weeklong summer orientation program for the large cohort. This could be unit-bearing and when the program was more developed would provide options for day and evening students.
   4. First-Year Orientation Course. A one-two semester, one to three unit first-year orientation course consisting of orientation to campus services and
culturally focused material utilizing Culturally Responsive Teaching. These courses could be in various departments, led by faculty who volunteer to work with the program and have training and curriculum that is based in cultural responsive teaching theory and practice. In addition, we may want to link with other general education courses, for example, Ethnic Studies, Orientation to Education, Psychology of Minorities, etc.

5. **Study Halls.** Weekly study hall time would be provided with two peer mentors from Students Supporting Students providing tutoring for the students. The study hall would encourage study skills, build community and give students access to faculty (counselors and instructors) in an informal environment.

A similar program exists at De Anza College and has positively impacted retention and persistence of “high-risk” students.

**Recruitment of Students:**
Students could be formally and informally recruited through building relationships with community-based youth groups that work with high-risk youth (like HOMEY—Homies Organizing the Mission to Empower Youth, and the Center for Young Women’s Development). Over time, the coordinator of the program could also build relationships with high schools like June Jordan School for Equity which have high numbers of students living in the targeted areas.

2. **Rationale for Recommendation**

Research has shown that programs providing a “bridge” to college for underrepresented, high risk students supports persistence and retention. Youth in targeted areas are often dealing with multiple barriers to their enrollment and persistence in college, including not having a parent who has attended college, the experience of ongoing trauma, and lack of accessible, culturally relevant educational and economic options. Youth in these areas also have strengths in terms of social networks and relationships, often supporting each other and their families through multiple hardships and maintaining aspirations in the face of these barriers.

This program addresses the needs and builds on the strengths of the students, providing a bridge to CCSF.

Research has shown that the combination of factors in the program supports student retention, persistence and success. One of these factors in isolation will not have the same level of success as the combination of factors.

Supporting research from *Basic Skills as a Foundation for Student Success in California Community Colleges*:
“Research has consistently shown that students who actively engage with faculty, staff and other students at their colleges are much more likely to succeed in attaining their educational goals.” p. 51

This program integrates the first five components listed on page 52:
“Commonalities of highly successful programs:
• A project designed freshman experience for most or all participants
• An emphasis on academic support for developmental and popular freshman courses
• Extensive student service contacts
• Targeted participant recruitment and participation activities
• Dedicated staff and directors with strong institutional attachments
• An important role on campus,”

Because students will be enrolling in classes in groups, and also maintain relationships with the larger cohort and the counselor coordinating the program, this will facilitate the instructor’s ability to use Collaborative learning theories, which suggest that student learning can be facilitated and enhanced by connectivity to peers” (p. 56).

3. Recommended action plan for ’08-’09 including outcomes expectations
1. 08-09: Develop 1 pilot program targeting 1 specific community and 20-30 students.
   a. Fall ‘08: Take initial steps in development of program:
      1. Initiate relationships with community-based groups
      2. Develop an outreach plan in coordination with the Outreach Office
      3. Research/develop a first-year summer orientation program and first-year orientation course options.
      4. Develop criteria and plan for recruiting and admitting students to the program.
      5. Invite instructional faculty to participate in the program and hold initial meetings with them.
   b. Spring ‘09
      1. Begin outreach in collaboration with partners.
      2. Research and begin developing a first-year orientation course in collaboration with people teaching similar existing courses.
      3. Continue meeting with instructional faculty to discuss program, determine needs, provide resources, etc.
      4. Work with Students Supporting Students to create study hall plan.
      5. Recruit students

Note: This program would build on existing resources at City College and in the community. For example, if we partnered with HOMEY, they already provide presentations in local high schools. At City, MIP has initiated a “Spring Workgroup” Program which could provide space, resources and logistical help for instructional faculty and the coordinator to meet, plan and problem solve together. Furthermore, if other
4. **Recommended 3-5 year action plan**
   Continue to develop and evaluate the program to determine if expansion is justified and if funding is available. After evaluation of student progress at the end of the Spring '09 semester, determine whether to expand the program for '09-10 or '10 – '11. Expansion could include cohorts with other target groups, locations at other campuses, etc.

5. **Anticipated impact on student success**
   85% retention of students engaged.

6. **Challenges to implementation**
   - Space: Having a space for students to meet, use computers, make connections with faculty.
   - Finding the right person to initiate and run the program. They would need specific training in developmental education and a strong commitment to diversity and equity for under-represented, “high-risk” students as well as experience working with high risk populations.

7. **Funding needed or other resources required for implementation**
   1. Fall '08;
      a. 60 hours non-instructional time for Coordinator
   2. Spring '09:
      a. .2 to .4 release for Coordinator
      b. Non-instructional pay for instructors involved in developing program: =10 hours/6 instructors = 60 hours non-instructional time
   3. Fall '09:
      a. 3 units of instructional time for Coordinator
      b. 0.30 release for Coordinator to coordinate program
      c. 120 non-instructional hours for instructors to meet periodically and hold office hours at weekly study hall. This pay would only be necessary if we asked instructors to provide additional office hours.
      d. 3 hours/week of pay for dedicated student tutors (3598) = 102 hours for 17 weeks/2 tutors

8. **Individuals and Units responsible for implementation**
   An open call could be put out to retention programs and other offices to see who would be interested in coordinating this program.

9. **Shared governance process (if needed for approval)**

10. **Proposed Evaluation Criteria**
    Recruitment of students and retention/persistence of students over time, student evaluations.
Reading Apprenticeship Professional Development Proposal

Effective Practice: C3
Related Effective Practice: C2, C4, C5, D1, D2, D5, D6, D7, D8
Recommendation Number:
Work Group: Basic Skills in the Liberal Arts and Sciences

1. Recommendation

Set up a program whereby a trained faculty member provides professional development sessions for content area faculty in Reading Apprenticeship methodology, so that those content area faculty can then help their students to read their textbooks and to better understand the particular vocabulary and text styles used in their specific disciplines.

The program would require the following:

- 25% reassigned time for one English department faculty member to
  - Do outreach with various content-area departments to explain the purpose and garner interest in the program
  - Meet with content-area departments to assess their discipline specific needs and the particular challenges they face with students in their classes
  - Prepare materials, organize, and run tailored professional development sessions and follow-up sessions that will meet the needs and challenges of specific disciplines and their students
  - Evaluate the use and effect of RA methods within the disciplines

- Non-instructional pay for participating content area faculty to participate over the course of a semester
  - Attend professional development sessions to learn RA methods that will help students achieve success
  - Prepare and use RA methodology in the classroom and/or office hours
  - Attend follow up sessions to share experiences, successes, and challenges, and tips

2. Rationale

Content area faculty express difficulty getting their students to effectively read their materials, as well as understand the particular vocabulary and text styles used in their specific disciplines. Some content area faculty report having to lecture on the material in the books because students are unable or unwilling to read them themselves.
CCSF has already invested in training English department faculty to be “RA trainers” who are ready to teach content area faculty various methods to help their students. One trainer is currently doing a semester-long outreach and professional development program for the math department.

RA framework methodology includes (www.wested.org/cs/we/print/docs/686):
- Teacher Investment: frontloading to model and create an environment where confusion should be safe and strategies are rehearsed
- Embedded key strategies in content area classes
- Instruction and modeling of strategies
- Making changes in classroom practice that result in increased student engagement and efficacy
- Instructors making their own reading processes visible to students
- Creating classroom environments that foster a “metacognitive conversations”

3. Recommended action plan for ’08-’09 including outcomes expectations

Fall 2008
- Provide outreach to various departments in the liberal arts and sciences to build bridges and arrange for future RA professional development
- Hold follow up meetings with math department (who are undergoing intensive professional development currently)
- Hold intensive professional development sessions with X department
  - Hold meetings to assess their discipline specific needs and the particular challenges they face with students in their classes
  - Meet individually with instructors to help garner interest within the department and to further assess discipline specific needs and challenges
  - Prepare materials, organize, and run tailored professional development sessions and follow-up sessions that will meet the needs and challenges of specific disciplines and their students
  - Evaluate the use and effect of RA methods within the disciplines

Spring 2009
- Provide outreach to various departments in the liberal arts and sciences to build bridges and arrange for future RA professional development
- Hold follow up meetings with X department (who will be undergoing intensive professional development in Fall 2008)
- Hold intensive professional development sessions with Y department
  - Hold meetings to assess their discipline specific needs and the particular challenges they face with students in their classes
  - Meet individually with instructors to help garner interest within the department and to further assess discipline specific needs and challenges
Prepare materials, organize, and run tailored professional development sessions and follow-up sessions that will meet the needs and challenges of specific disciplines and their students

Evaluate the use and effect of RA methods within the disciplines

4. Recommended 3-5 year action plan

- Add one new department per semester until satisfactory
- Offer two consecutive yearly BSC RA introductions if the schedule permits
- Have a semesterly interdisciplinary discussion to share results, anecdotes and handouts, both from RA instructor and classroom practitioners
- Offer a once-a-semester workshop for oriented departments to receive individualized new materials, resources, ideas
- Have a resource center where reading materials, videos, etc. are available to faculty
- Offer faculty consultation hours by RA instructor, up to five a semester

5. Anticipated impact on student success

Anticipated impact on student success.

In general, with practice over time, instructors will be able to rely on student independence in working with their texts to make sense of what they are reading and respond thoughtfully to it. In specific, some goals are that students will

- become aware of demands of content texts
- understand why the reading processes are important
- use appropriate strategies to meet the demands
- reflect on their process
- utilize others’ expertise
- see that reading content texts is a complex process
- activate their schema
- become aware of confusion and practice defining it
- become more comfortable with confusion, resulting in less text avoidance
- revise their understanding of text
- practice metacognition
- explain their reasoning
- develop text skills repertoire
- learn from each other and share experiences
- Gain insight into awareness of comprehension and misunderstanding: identify obstacles and draw from a repertoire of strategies. What is making the problem difficult? What can I do to make it better?
- Gain knowledge about the structure and language of word problems
- Access their own and each others’ thinking processes
- Apply independent reading and learning strategies into all of their classes.
A benefit to faculty is that students taught by instructors using RA methodologies will become more able to independently manage reading materials for the specific discipline classes, thereby freeing instructors to be able to assign more readings, do less lecturing on the textbooks, and cover more material (or more thoroughly cover material) during the semester.

6. Challenges to implementation
Challenges are anticipate to be threefold:
• Content area instructors’ assumption that English teachers are going to try to tell them how to teach their courses
• The time involved in becoming informed of and revising instructional methods and philosophy
• Resistance to long-term, interdisciplinary collaboration: a desire for autonomy

7. Funding needed or other resources required for implementation
• .25 release time for one instructor
• Supplies, texts and resources ancillary to instruction ($200 per semester)
• Non-instructional pay for participants
• Ongoing training for the Instructor, including workshops, seminars, or other follow-up groups ($200-700 per year?)

8. Individuals and Units responsible for implementation
Initially, one English Basic Skills instructor. Over time, collaboration with an instructor from another department would be ideal, with an RA resource center to be developed and housed in a campus-wide Basic Skills department or office.

9. Shared governance process (if needed for approval)

• Semesterly informal assessment discussion among participants to share anecdotally
• Improved student performance on exams, over time
• Possible development of a written reading assessment to demonstrate successful student involvement with content area texts, to be administered at the beginning of the semester and at the end
Effective Practice A5.

1. Recommendation
   Update the “Student Success Workshop,” (Stupka and Eddy), originally taught in the early 1990’s, to support and reinforce the student success ideas taught in the Freshman Experience classes, seminars and work groups. These materials would be part of the reading and writing required in such classes as English basic skills classes, speech classes, ESL and other classes where this information could be worked into the curriculum. Other CCSF resources such as Project Survive could also be included.
   The Contents are information and ways to engage students on such subjects as why students fail, self esteem, supporting student success, rules for active learning, helping students get organized, study groups, doing well in math, learning disabilities. In each area is help for teachers to implement these ideas.

2. Rationale for Recommendation
   It is excellent to provide bridge programs, introduction to college classes, study skills, and other classes outside of the required college curriculum. But to be completely effective, these ideas need to be reinforced in subject matter classes with faculty.

3. Recommended action plan for 2008-9
   A. Get permission of Stupka and Eddy to revise their work or work with them to revise. It is possible to write it all at CCSF, but much of the creativeness of the original might be lost.
   B. Work with the faculty who has taken the Student Success Workshop in the past to find out what worked and did not work.
   C. Write sample plans with interested faculty using the success strategies based on the readings and other requirements for their classes. The reading and writing requirements need not change. The success strategies are added to what already exists.
   D. Plan for yearly Student Success Workshops
      (1) Those that would introduce new faculty to the ideas.
      (2) Those that would allow experienced faculty to add and revise materials.

4. Recommended 3-5-year action plan
   Compare retention and grades and persistence of students in the student success-oriented classes versus those who are not.

5. Anticipated impact of student success
It took Harvard researchers almost ten years to determine which strategies students employed actually helped them to succeed. Since this would be a voluntary program among instructors, perhaps choosing a teacher who emphasizes success would be a factor in a student’s success. One of the great advantages of CCSF is that its size allows many different approaches and personalities in its faculty. Students can find faculty that they can relate to. One of those styles can be the inclusion of reading and writing about college success. Perhaps, students could be asked to fill out a questionnaire on college success at the beginning and end of the semester. It would not evaluate the class or instructor, only whether or not the student feels successful and plans to continue in college, plus related questions.

6. Challenges to implementation. Since the workshop has been taught in the past, this would only be a continuation.

7. Funding needed, 2008-09.
   1. Released time for a faculty member to set up to revise the initial materials and run the first orientations (1/5 of regular load).
   2. Pay for three additional faculty members to revise materials and plan the workshops.

8. Individual and Units responsible for implementation
   1. One faculty from a subject-matter field who wishes to use the success program.
   2. It might be set up as a program under a Department/

9. Shared governance process
   Approval of the Departments involved and the Curriculum Committee

    Popularity of classes: do students continue to sign up for classes including curriculum on success?

Recommendation for Approval:
Effective Practice:

A4  Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence

D7  Programs align entry/exit skills among levels and link course content to college-level performance requirements

Related Effective Practices:

Recommendation Number:

Work Group: Liberal Arts and Sciences

1.  Recommendation:
   Utilizing sound research and following Title 5 and CCSF prerequisite policy and procedures, establish and publicize communication (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:

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

2.  Rationale for Recommendation:
   Recent, comprehensive data available from the Research Office demonstrates a relationship between successful completion academic content courses and entering ENGL/ESL or Math skill. In general, data shows that the lower a student’s skill level (as indicated by ENGL/ESL/MATH placement results or last ENGL/ESL/MATH course completed), the less likely he is to achieve a passing grade in the academic content course. The difference in success rates of students with entering skills above or below a particular ENGL/ESL or MATH course level in many cases, is dramatic. It is those courses, in which success rates correlate strongly with entering communication and/or math skill level, that this proposal wishes to target.

   Counselors feel strongly that students are entitled to this basic skill advisory information because they will be able to participate more successfully and have a more positive experience in a course if they are prepared for the reading, writing, and/or computation content and assignments. Many academic content-area instructors have expressed dismay at the low communication/computation preparation of enrolled students, feeling at a loss as to how to evaluate the progress of students who do not speak up (due to linguistic issues), who cannot produce coherent, comprehensive pieces of writing, who cannot comprehend terminology, main ideas, or inferred concepts in assigned readings, or who cannot perform basic computations.

   According to Title 5 and CCSF prerequisite policy, the Curriculum Committee, upon review of outlines of proposed degree-applicable courses, shall require
establishment of prerequisites if success in the course is dependent upon prior skills that are not taught within the course. At CCSF, this policy is not uniformly applied. This proposal for establishment of advisories is an approach towards applying Title 5 and College policy.

3. **Recommended action plan for ’08-’09 including outcomes expectations:**

A. Based on Research Office data, identify academic/vocational content courses with the following characteristics:

1) Courses w/ high enrollment (25+% ?) of students with low basic skills preparation:
   - Placed in ENGL 93 or lower; or last ENGL class completed is ENGL 92 or lower
   - Placed in ESL 60 or lower; or last ENGL class completed is ESL 150 or lower
   - Placed in MATH 840 or lower; or last MATH class completed is MATH E or lower

2) Course w/ low success rates of students at the ENGL/ESL or MATH levels indicated in 1) above

3) Courses for which academic reading, writing and/or math skills are needed for students to successfully participate and achieve the SLOs of the course.

4) Courses for which ENGL/ESL and/or MATH advisories or prerequisites have not yet been established

B. Establishment of Advisories:
   Select 10-20 courses from departments that wish to participate, preferably courses across all major disciplines. The Assessment and Prerequisite 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.

C. Research:
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, Curriculum Committee chair….

4. **Recommended 3-5 year action plan:**
Expand project by 20 more courses per year. Continue to monitor effects of establishment of advisories on drop/withdrawal rates, success rates, and enrollment.

5. **Anticipated impact on student success:**
   - Students who follow the advisory by attaining the recommended communication or computation skills prior to enrolling in academic courses will be more likely to succeed in the course. Instructors of participating courses will see greater percentages of enrolled students passing the course.
   - Fewer students will drop or withdraw early from the course as they will not be caught off-guard by the reading, writing, and/or computation demands of the course content.
   - Fewer students will need to repeat courses as they will have successfully completed them the first time.
   - More students will master the content of participating academic courses. This mastery of course content will prepare them to do well in courses for which the academic course was a prerequisite.
   - Research results will engender discussions within participating departments regarding the value of advisories (e.g. better prepared students in classes, less need for academic/voc course instructor to deal with inadequate reading/writing/math skills of underprepared students) VS. the possible liability of advisories (i.e. impact on enrollment).

6. **Challenges to implementation:**
   - Many departments that believe that advisories (recommendations of preparatory coursework) will deter students, even potentially successful students, from enrolling in the course. If an advisory deters an unprepared student from enrolling in the course until he has acquired the necessary communication or computation skills needed to succeed in the course, then the advisory has served an important purpose for the student, the instructor, and the department. If potentially successful students are deterred from enrolling, then perhaps the term ‘advisory’ should be more clearly defined in a way that is less intimidating.

7. **Funding needed or other resources required for implementation**
   - None (as long as the College Researcher can schedule time to conduct the studies on resulting success rates and enrollment rates after two semesters of implementation of advisories). The existing process for establishing valid prerequisites, corequisites, and advisories is coordinated by the Assessment and Prerequisite Coordinator of the Matriculation Office.

8. **Individuals and units responsible for implementation**
   - Assessment and Prerequisite Coordinator (Office of Matriculation and Assessment)
   - Participating instructional faculty
   - College Researcher

9. **Shared governance process (if needed for approval)**
10. **Proposed Evaluation Criteria**
See descriptions of research component.
1. Recommendation: After CCSF placement testing, students will be recruited to join the **Freshman Experience** – Students who place into:
   - ENGL 91 will be linked with LERN 50; and/or
   - ENGL 92 will be linked with ENGL 9 & LERN 50; and/or
   - ENGL 93 will be linked with ENGL 19 & LERN 50.

   **Orientation:** Before the semester starts (e.g. during summer), the cohort of students will participate in a .5 or 1 unit Orientation taught by the LERN instructor (in collaboration with the ENGL instructor and student team member). When the semester begins, the cohort of students will be enrolled in a "Freshman Experience” learning community composed of the linked courses. ENGL and LERN instructors collaborate on joint assignments and attend each others classes. The student member of the team acts as Teacher Assistant and attends classes on alternate dates.

   **Course Content:** Instructors actively infuse ENGL courses with concepts of career choices & real-world linkages, bringing-in guest speakers from various support services and retention programs on campus. Student speakers are invited from various students clubs. Every two weeks there is a town meeting (everyone attends) so that the learning community can discuss issues in a comfortable environment and share refreshments. All students must meet twice a semester for a one-on-one meeting with each of the team instructors.

2. Rationale for Recommendation: The “Freshman Experience” creates a learning community and makes the campus a less threatening place. Since the instructors collaborate, assignments & lectures are related. The instructors strive to make the course content relevant – related to the “real” world and they have the other learning community instructors to keep them on-task. Students evolve into a community with responsibility towards each other. As a result, students become more involved in their learning and receive more, supportive assistance from each other and their instructors. The instructors have expectations for the students’ success, provide frequent feedback to the students about their learning, and students learn to share the experience with others. Students are constantly working on effective communication and interpersonal skills. Students are monitored in a positive environment and no one is allowed to fall through the cracks.

3. Recommended Action Plan for ’08-'09 including outcomes expectations:
The expected outcome of the “Freshman Experience” learning community and linked pre-semester Orientation is a class of at least 20-30 students prepared to successfully progress to the next level of English, and who have a better understanding of the purpose of their education and its application to the real world.

4. Recommended 3-5 year action plan: The recruitment for the “Freshman Experience” becomes a standard part of the Matriculation process. Recruitment is for classes which start every Fall semester. Retention is monitored for each cohort and an educational plan is in place for each student. The first year, the goal is to have two sections of 30 students. Then, double for each year = yielding, first 60 students (2 sections), then 120 students (4 sections), then 240 students (8 sections), then 480 students (16 sections), etc. Students who finish the “Freshman Experience” can then become part of the Recruitment Team and then function as the Teacher’s Aide for the “Freshman Experience” for that Fall semester.

5. Anticipated impact on student success: Students are welcomed to CCSF and learn how to be relate to others while becoming successful, proactive students. They learn where resources are on campus and effectively use them. Students realize that they are part of the CCSF community, become more invested and involved with the CCSF, and complete their educational goals with confidence.

6. Challenges to implementation: Recruiting and scheduling the 20-30 student cohort in the 2 or 3 linked classes might be difficult. Successful recruitment & advanced advertising is a must.

7. Funding needed or other resources required for implementation: ENGL and LERN faculty are needed during the summer session to offer the .5 unit Orientation course and to collaborate on development of course content, materials, teaching strategies, etc. In addition, one student aide will be required for 15 hours a week during ___. Faculty hourly rate _____ X 2 or 3 =

Student Lab Aide______=

8. Individuals and Units responsible for implementation: 3 Instructors from the English Department and 1 Counselor – from Student Development/Retention Program/ LAC.

9. Shared governance process (if needed for approval)

Effective Practice D3: *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.*

Related Practice C4: *Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.*

1. **Recommendation:**
   Provide staff development workshops training participants to acknowledge and address the effects of students’ social and emotional development on their ability to learn new information and concepts in the college setting. All College employees, particularly faculty, classified staff, and administrators who have frequent contact with basic skills-level students, will be encouraged to attend the workshops. Participants will learn 1) the types of non-cognitive attributes that affect learning, and 2) strategies they can implement to better engage students in their interactions in the classroom or offices and to help them process information more effectively. Sample topics include: Enhancing student self-esteem; why students fail; rules of active learning; helping students get organized; study groups and student success; math and writing anxiety.

2. **Rationale for Recommendation:**
   The tendency of employees at large institutions such as CCSF is to serve as many students as efficiently as possible. Unfortunately, “efficiently” is not necessarily “effectively.” Whether interactions with students occur in classrooms or at the counters of college offices, we tend to focus primarily on information delivery and process. We appeal to the cognitive side of the student while often overlooking the social and emotional aspects of the student (which are related to socio-economic level, ethnicity, native language/dialect, sexual orientation, and existence of learning or physical challenges, among many other elements). It’s the non-cognitive aspects of the student that often dictate their behavior and ability to grasp the “wealth” of information being thrown at them. Since many basic-skills students do not advocate well for themselves, it behooves faculty, classified staff, and administrators to become better facilitators.

   A) Develop and pilot a series of workshops (once in F’08, once in SP ’09) based on successful methodologies and materials, such as
   - “Right to Succeed” workshops which were facilitated by trained CCSF faculty from 1996-2000 (based on methodology and materials of Stupka and Eddy).
• Develop new workshops based on Skip Downing’s book, *On Course*, and training methodology.
• Develop new workshops based on Dave Ellis’ “Master Student…” concepts.

B) Develop plan to pilot implementation of strategies with volunteer faculty and office staff, who would have the opportunity to apply the strategies and get periodic feedback. Evaluate effectiveness of strategies based on student, faculty, office staff surveys.

4. Recommended 3-5 Year Action Plan:
Based on the evaluation of participants of the workshops conducted during the first year, on the feedback of faculty and students in classes in which strategies have been piloted, and of office staff that have piloted the strategies, revise workshop content as needed and continue to offer one or more workshop sessions per semester. Increase implementation of strategies among more employees in more units of the College. Continue to monitor implementation of strategies and evaluate effectiveness. Note whether use of strategies effect student satisfaction with CCSF services as indicated in Research Office surveys of student satisfaction.

5. Anticipated Impact on Student Success:
As interaction with students in the classroom and in college offices becomes more personalized and meaningful, students’ attitudes towards the College and their own abilities should increase. This increase communication and confidence on the part of students and employees should lead to increased student success.

6. Challenges to Implementation:
a) Participation of the college employees (faculty and classified) who most need training on recognizing the holistic needs of the student may be difficult to obtain.
b) Workshops must be developed, and facilitators must be trained, which will require time and funding.

7. Funding:
Funding to offer specialized training, possibly some incentive pay for participants.

8. Individuals and Units Responsible for Implementation:
The proposed Basic Skills Faculty Development Institute Program.

9. Shared-Governance Process: