

Basic Skills Coordinating Committee

Rationale

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

However, the need for a formal process for coordinating basic skills at City College programs and services has been recognized for many years. Several years ago, the Academic Senate Basic Skills Sub-committee did extensive research on this issue and developed a proposal for a “Collaborative for Teaching, Learning, and Student Success in Basic Skills.” In spring 2006, the CCSF Academic Senate voted to “support the intent of the three recommendations of the Basic Skills Sub-Committee as proposed in ‘The Basic Skills Sub-Committee Recommendations to the Academic Policies Committee Collaborative for Teaching, Learning, and Student Success in Basic Skills, October/November 2005’” (see attachment).

Early in the BSI assessment and planning process during the 2007-08 academic year, the Steering Task Force for CCSF’s BSI determined that this coordinating body should be a high priority for implementation as soon as possible. In fact, the Steering Committee established it as priority after reviewing the inventory of CCSF’s programs and practices and determining that the BSI planning should be conducted under the assumption that a coordinating body would be created. Using this assumption, the work groups could plan initiatives and activities that would be monitored, assessed, and evaluated by this coordinating body. In addition, this body would have responsibility for assuming primary responsibility for continuing the work initiated during the ’07-’08 BSI process.

The formal name Basic Skills Coordinating Committee and placement within the governance structure is to be determined in consultations between the Academic Senate and administration. The implementation and the original proposal from the Basic Skills Sub-committee articulated similar responsibilities for this body including:

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

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

Membership

The following list of *potential* members is intended to provide a basis for discussing the membership. While the original Basic Skills Sub-committee proposal contained a fairly similar list of proposed members, it is important engage in a collaborative approach to establishing the final structure for this committee. One important consideration will be the balance between inclusion and functionality, i.e., how do we insure that all view points are appropriately represented without creating a body that is too large to be functional.

Chair, director, or designee from the following departments or programs:

English

ESL

Math

Transitional Studies

Continuing Student Counseling

Disabled Students Programs and Services

Learning Assistance Center

New Student Counseling

African American Scholastic Program

Asian Pacific American Student Success Program

Extended Opportunities Programs and Services

Latino Services Network

Library

Matriculation office

Chair or designee of the following committees:

Curriculum
Academic Policies
Matriculation
Student Prep/ Success
Diversity Committee
Career and Technical Education faculty member

Appointments through Shared Governance:

Academic Senate President or designee
Classified Representative
Non-basic skills discipline faculty member(s)
Non-credit faculty member(s)
Student(s) (Credit)
Student(s) (Non-credit)

Dean (Academic Affairs)
Dean (Academic Affairs)
Dean (Students Development)

Resource (non-voting)

Vice-Chancellor Academic Affairs
Vice-Chancellor Student Development