Strategic Priority #1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

1.1 Expand and improve programs and activities that focus on basic skills.

- Several programs and activities were implemented to increase the intensity of coursework and accelerate progress in basic skills. In English, a review of coursework led to a new intensive reading and writing course developed for lowest level English composition (English 91).

- Other strategies to improve basic skills instruction and services included major work in coordinating laboratory work with classroom instruction.

- Targeted professional tutoring services (performed by classified 3598s) were added to the lowest level English composition courses and all of the English retention program courses.

- Math Lab funded through Title III grant (opened in Fall 2005) continued to be important to working with students in Basic Skills math.

- New professional math tutors, paired with retention center services, were hired in Fall 2008 as part of the Basic Skills Initiative.

- Basic Math computer video project was completed and online homework was initiated in several sections of Elementary Algebra.

- CCSF High School Diploma program was strengthened with the addition of nine new courses in Fall 2008.

- ESL created pathways charts from noncredit through credit ESL to certificate programs in CTE areas; so far, short-term Health Certificate and Child Development programs have been developed.

- DSPS will start a new class in Fall 2010 to support students with learning disabilities in the CCSF High School diploma program.

- Basic Skills Ad-Hoc Coordinating Committee will present two “Inside/Outside Classroom Practices” colloquia in Spring 2010 for faculty to problem-solve for the purpose of better serving underperforming and underprepared students and to help to provide focus for future professional development workshops and activities.
Strategic Priority #1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

1.2 Increase success rates for students with basic skills needs.

- Office of Research and Planning disseminated studies of student persistence and success in Math, English, ESL and Transitional Studies. There has been consistent tracking of success rates for students progressing from the revised English 91 course. While success rates in subsequent courses have been fairly stable, there is some indication that persistence is improving.

- In Fall 2009, the Chancellor presented to the Board of Trustees a report on the Equity Gap that provided data on the variance in achievement among students from different ethnic and racial backgrounds. The Board followed up on this report with a series of hearings to provide students and other members of the college community an opportunity to speak directly with Board members on topics address in the report.

- In an effort to continue to expand use of alternative methods of instruction and academic support, the Math department experimented with various pedagogical approaches; a Women’s Studies Focus Elementary Algebra section was initiated.

- Koret and SPEC/Carnegie funded studies of Basic Skills math to make improvements, and a Math/LAC partnership established to maintain the "Math 860 Place" in the LAC.

- Through the Basic Skills Initiative, the ESL Partnerships Early Alert program was funded. The Partnerships program provides for ESL to work with other departments to identify non-native speakers who are having difficulty succeeding in their classes and provide them with faculty advising, tutoring and small group workshops.

- For their exceptional work, Transitional Studies was awarded the 2006 ASCCC Exemplary Program Award, which was established by the California Community Colleges Board of Governors to recognize outstanding community college programs.

- Nine new High School Program courses were developed by Transitional Studies in Fall 2008 (e.g., High School Biology and Visual Arts).

- From 2003 to 2007, the number of students earning a high school diploma at CCSF approximately tripled from 25 to 74. Over 115 CCSF students earned GED certificates in 2007-08. The number of CASAS test benchmarks reached by GED and High School Program students more than tripled from 2006-07 to 2007-08.

- Counseling and retention programs offer over 250 incentive scholarships that require students to access support services and lead to increased student persistence and higher success rates.
Strategic Priority #1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

1.3 Expand access for students needing basic skills courses

- CCSF led a successful statewide campaign to increase funding for noncredit basic skills, ESL, and short term vocational classes. In addition, CCSF took on leadership at state level on Basic Skills Initiative, increasing understanding of basic skills needs throughout the state, and keeping basic skills as important and funded priority of CCC system, despite budget cutbacks overall.

- ESL works with several outside agencies to provide basic language instructions such as with Arriba Juntos, Catholic Charities, and the SF Mayor’s Office of Workforce Development.

- While access to courses has remained fairly stable until budgetary cut-backs in 2009-10, there is still a large number of students unable to register in English and Mathematics classes that lead to and meet transfer level requirements. DSS data suggests that the number of students being turned away from English and Math classes is still in the thousands. The departments have worked toward ensuring that courses are spread out over day, evening, and weekend times. Opportunities were increased for students at the Mission and Southeast Campuses tutoring and learning assistance is now provided at those sites.
Strategic Priority #1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

1.4 Expand support programs to meet needs of students who do not perform well on high school exit exams and other standardized tests.

- Roughly 400 high school seniors do not pass the CAHSEE (high school exit) test annually. In 2007, a grant funded special outreach and counseling for CAHSEE students. In that year, over 23 CCSF students passed the CAHSEE English and/or Math tests. CCSF currently offers a Saturday CAHSEE class in English/Language Arts. In addition, an Ability to Benefit test preparation class is now offered for students who have not earned a HS Diploma or GED but are enrolled in CCSF credit classes.

- During the 2009-10 academic year the College initiated its Gateway grant from the Gates Foundation with courses and services provided at the Southeast campus. During the same year, faculty and administrators have been actively collaborating with representative of the San Francisco Unified School District and the San Francisco Mayor’s Office on a planning grant for the Communities Learning in Partnership (CLIP) program with the goal of receiving Gates Foundation funding for project that will provide better pathways for student moving from K-12 to CCSF and on to the achievement of a degree or career goal.
1.5 Provide a comprehensive student success curriculum.

- During the 2009-2010 Academic year, the Career and Technical Education (CTE) departments focused on assessing and addressing the needs of Basic Skills students in their programs.

- With help with funds from a Bay Area Workforce Collaborative Grant, the CTE BSI Coordinator met with department chairs to review data about retention and completion rates for students in the CTE programs.

- As a follow-up, Perkins Funds were made available to departments to increase student retention and completion through a CTE Student Success Initiative RFA--Perkins Supplemental Application. Nine departments applied for funds for projects such as Bridge programs for under-skilled students, new contextualized English classes and professional development for instructors. These programs will be initiated during the 2010-2011 school year.

- College success skills incorporated into new English 91.

- Targeted tutoring services are available to all students in Engl. 90 and 91.

- Writing and reading tutoring resources in the LAC have been increased and now being coordinated by full-time English faculty.

- The teaching of effective learning skills in pre-collegiate courses has become a focus of interest in the mathematics department.

- Expanded the number of courses offered in the CCSF HS Diploma program.
Strategic Priority #1. **To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.**

1.6 **Expand and improve linkages from basic skills through transfer courses in the college curriculum.**

- The English Department also offered several Reading Apprenticeship training programs open to discipline faculty using basic skills funding. Three cohorts of 8-12 faculty have received RA training in under BSI funding and a significant portion of the English faculty went through RA training with funding from the Hewlett Foundation.

- Transitional Studies is working with credit instructors to write new course outlines for students needing academic support in credit classes.

- ESL added a new noncredit course, ESLA 3565 Strategies for Success in Credit ESL, designed to introduce students to the academic skills they will need for credit classes.

- A prerequisite of ESL 160 was established for ESL students moving into ENGL 93 in order to guarantee smooth progress along the AA/AS pathway.
Strategic Priority #1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

1.7 Expand the College’s organizational capacity to address the needs of basic skills students

- The College did a comprehensive assessment of the needs of basic skills students during the 2007-08 academic year. 140 faculty participated and developed 42 recommendations.

- Those recommendations were synthesized into an Implementation Plan that included 18 recommendations for using basic skills initiative categorical funding to improve programs and services in basic skills and to provide faculty and staff with professional development activities designed to increase their effectiveness in helping students in developmental programs and service.

- The original state allocation for the BSI came through a series of one-year funding grants and were followed by the allocation of BSI funding into the on-going budgets of the college as restricted funds (i.e., funds that must be spent consistent with state guidelines for the use of BSI funding). The initial allocation was approximately $2.3 million, but under the State’s reduced allocations to the district, has been reduced to approximately $1.3 million in 2009-10.

- The Academic Senate spent the 2008-09 reviewing and approving the implementation plan. The recommendation that a Basic Skills Coordinating Council (BSCC) be established and that it be given a specific and prominent place in the College’s shared governance process (as stipulated in the Poppy Copy) was modified to create an "Ad-Hoc Basic Skills Coordinating Council" (AHBSCC) with no direct relationship to the share governance structure and subject to annual renewal by the Senate’s Executive Council.

- The recommendation that the BSI and the BSCC be supported by a full-time (or 80%) faculty member on release has not been funded.

- Federal Perkins funds have been used to release a faculty member to do the research and analysis components of the Career and Technical Education recommendation and significant initial progress has been made in analyzing data on basic skills needs in CTE programs.

- The AHBSCC has been meeting regularly since its creation by the Academic Senate in spring 2009. However, full membership is still a problem. In 2009-10, the AHBSCC was given $10,000 from the District’s BSI allocation for new programs and services; the balance went to off-set budget deficits for district costs that could be attributed to BSI funds within state guidelines. The AHBSCC appropriated 60% of those dollars to fund a cohort of faculty to receive RA training and 40% to provide professional tutoring for athletes in CCSF inter-collegiate athletic programs.
1.7 Expand the College's organizational capacity to address the needs of basic skills students

CONTINUED FROM PREVIOUS PAGE

- In addition, the AHBSCC has planned a set of colloquia for spring 2010 designed to solicit input from a broad range of faculty on professional development activities that they believe would help promote success for basic skills students across the curriculum. Unfortunately, aside from the planned colloquia, reduced funding for the Multicultural Infusion Project, and the limited RA training, none of the professional development activities proposed in the BSI implementation plan have been realized.

- During the 2008-09, an ad-hoc faculty and administrative committee did extensive planning for a pilot cohort for a First year Experience program. However, the funding for that program was eliminated and deferred to the projected budget shortfall in 2009-10.

- Of the 18 projects included in the BSI Implementation Plan, seven have been initiated at some level. These include:

1) Ad-Hoc Basic Skills Coordinating Council
2) Math Tutoring for retention program students (funded with on-going BSI funds)
3) Tutoring for Transitional Studies students at Gough Street location (funded with on-going BSI funds)
4) Tutoring for English 90 students (funded with on-going BSI funds)
5) CTE basic skills needs assessment (funded by Federal Perkins grant funds)
6) Three cohorts of faculty trained in Reading Apprenticeship (funded with BSI funds)
7) On-going allocation for Multicultural Infusions Project (funded with BSI funds; reduced in 2009-10)

- Transitional Studies has been working on the achievement gap; that connection is there. CCSF hosted a statewide noncredit conference in March 2010 to build awareness of the potential of noncredit programs to counteract some of the attitude with regards to basic skills.