



Skyline College Basic Skills Initiative
Action Plan & Expenditure Plan

2007-2008

May 1, 2008

Participants

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ACTION PLAN

Long-Term Goals (5 yrs.) for ESL/Basic Skills

Establish a comprehensive, cohesive, seamless, interconnected and coordinated program of instruction and student services that prepares students for college level work and makes the success path clearer.

ESL/Basic Skills (*Due on or before May 1, 2008*) District: San Mateo County Community College District

Action Plan for 2007-08 College: Skyline College, San Bruno, California

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	A-1. Lead administrators, deans, BSI coordinators, and faculty and staff representing students services, the Learning Center, English, reading, math and ESL create the foundational BSI mission statement, program philosophies, definitions, goals and objectives and distribute the information campus-wide and incorporate into all planning venues.	A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.	August 2008 - ongoing	College Success Coordinator Committee BSI Steering Committee Language Arts Faculty Dean – Language Arts Dean – Science, Math, Technology Director-Planning, Research, Institutional Planning Director, The Learning Center Public Info Officer

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	<p>A-2. Implement the organizational structure of the integrated comprehensive development education program including:</p> <ul style="list-style-type: none"> • Identifying the College Success Coordinator who serves as the liaison between the different components of the basic skills program: student services, curriculum, supplemental instruction, faculty-staff development, administration, research/data, and outreach. • Establishing a broadly constituted Coordinating Committee representing all of the key components of the project, and co-chaired by the Coordinator and a Vice President, to provide a venue to facilitate communication and currency among everyone and between the instructional and student services parts. If the Coordinator is from Instruction, the VP would be from Student Services, and vice versa. • Establishing a smaller Steering Committee which partially overlaps in membership with the Coordinating Committee, to include the Vice Presidents and the Coordinator, along with the President, the professional development coordinator, the SLOAC coordinator, and potentially others in the future, as our efforts mature. The role of this group would be to address the broad policy decisions that need to be made and to prioritize and guide the sequencing of activities 	<p>A.3 The developmental education program is centralized or highly coordinated.</p> <p>A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</p>	<p>August 2008</p>	<p>President</p> <p>College Success Coordinator Steering Committee</p> <p>College Success Coordinator</p> <p>College Success Coordinating Committee</p>

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>A.3 Implement and maintain a coordinated Achieving College Success Learning Community (ACS), a basic skills learning community that links basic skills English courses with <i>Counseling 100: College Success</i> and involves a campus/community project that focuses on making local connections in the Bay Area. Mission Statement of ACS: We believe in a holistic approach to education, fostering academic excellence and success with a strong social component. Our mission is to improve beginning college experiences through academic achievement and creating a sense of community and connectedness to college; to increase student success and retention rates; and to provide a foundation upon which future academic and career goals are built.</p>	<p>A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.</p> <p>A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</p> <p>B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p>	<p>August 2008 - May 2009</p>	<p>ACS Learning Community Coordinator</p> <p>Language Arts Faculty</p> <p>Counseling Faculty</p> <p>Dean-Language Arts</p> <p>Dean-Counseling</p>
<p>B Program Components</p>	<p>B-1. Implement learning community model using case management approach to include tutoring, supplemental instruction, counseling, and other student support services in various basic skills disciplines to improve student outcomes in basic skills (i.e. Gateway, Math Academy)</p>	<p>B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p>	<p>January 2008 – May 2009</p>	<p>Math Faculty Counseling Faculty Dean, Counseling Dean, SMT TLC Director</p>

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	<p>B-2. Make counseling component of "Achieving College Success Learning Community (ACS)," structured and include the counselor and English instructor working together on the Early Alert system; employing a case management approach with follow up; and ensuring students update their SEP (student educational plans). Pay the counselor and English teacher to meet 1-hour per week to discuss student progress.</p>	<p>B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p>	<p>August 2008 – May 2009</p>	<p>ACS Learning Community Coordinator Counseling Faculty English Faculty Dean, Counseling Dean, Language Arts</p>
	<p>B-3. Pilot the newly revised college orientation course, Career 410: College and Career Awareness, and explore making it a required course. Continue development and refinement of Early Alert Project – explore assigning a Retention Counselor to work with BSI courses – providing workshops and follow-up counseling services.</p>	<p>B.1 Orientation, assessment, and placement are mandatory for all new students</p>	<p>August 2008 – Dec 2008</p>	<p>Counseling Faculty Dean, Counseling</p>
	<p>B-4 Design and implement a student welcome orientation day, titled "Let's Get It Started: Welcome Day at Skyline College" to occur on the Saturday before the beginning of each semester so as to include all new students, family and friends. Welcome day to include workshops on financial aid, college success, selecting a major, and fun and interactive discipline specific workshops.</p>	<p>B.1 Orientation, assessment, and placement are mandatory for all new students.</p> <p>B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.</p>	<p>August 16, 2008</p>	<p>Student Services Faculty and Staff Dean Counseling Dean A&R Matriculation Advisory Committee College Success Coordinator</p>

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B Program Components	B-5. Create and implement an annual Basic Skills Research Agenda that incorporates and responds to Basic Skills needs as well as Student Equity, First Year Experience and SLOAC, and provides baseline and trend data that may be used for course, program and services planning and decision-making.	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	December 2007 on-going	Director Planning, Research and Institutional Effectiveness College Success Steering Committee College Success Coordinator
	B-6. Share baseline basic skills data with all the campus divisions and ask them to analyze it, form questions, and request pertinent and useful research information.	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	January 2009 and on-going	Director – Planning, Research and Institutional Effectiveness College Success Steering Committee College Success Coordinator
	B-7. Engage counseling faculty and allocate resources to provide outreach coordination to lead outreach efforts, build an outreach team including student ambassadors, and organize outreach events and high school and community visits and support.	B.1 Orientation, assessment, and placement are mandatory for all new students.	August 2007 - on-going	VP- Student Services Dean of Counseling Outreach coordinator Skyline College Outreach team

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p style="text-align: center;">C Faculty and Staff Development</p>	<p>C-1. Maintain a Faculty-Staff Coordinator dedicated to organizing and facilitating training, workshops, orientation, and mentoring in the teaching of basic skills, and working closely with the College Success Coordinator to keep all aspects of the basic skills program unified and coordinated.</p>	<p>A.3 The developmental education program is centralized or highly coordinated.</p> <p>"Leadership is another central feature of a formalized staff development structure. As noted above, strong support from the chief academic and executive officers is important. However, the key to effective program development and implementation is the designation of specific staff with direct responsibility for staff development and adequate professional time to work on development activities" (Murray 1999).</p>	<p>August 2007 - ongoing</p>	<p>Faculty Development Coordinator</p> <p>College Success Coordinating Committee</p>

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	<p>C-2. Implement a coordinated program of faculty-staff development meetings and workshops in a multi-meeting series format throughout each semester, such as Faculty Inquiry Groups (FIG) which brings faculty from across the disciplines together to talk about the approaches they use in regards to basic skills and student success, and Teachers Teaching Teachers (Three-T), which allows a place where faculty can share successful basic skills lessons with faculty from across the disciplines.</p>	<p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.</p> <p>"There is little evidence that “one-shot” workshops produce any change in pedagogical practice; and, even when workshops <i>do</i> affect faculty performance, the improvements are short-lived unless they are reinforced and developed with ongoing staff development activities" (Clark, Corcoran, and Lewis, 1986; Lenze, 1996; Grubb, 1999).</p>	<p>January 2008 - On-going</p>	<p>Faculty-Staff Development Coordinator,</p> <p>Faculty from across the disciplines, interested administrators and staff, and</p> <p>College Success Coordinator</p>
	<p>C-3. Create ongoing and regularly scheduled faculty and staff orientation program and supporting handbook of materials, which focus on having part- and full-time faculty across the disciplines who are new to Skyline College work with experienced faculty on applying effective teaching methodologies for basic skills students.</p>	<p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p>	<p>January 2009</p>	<p>Faculty-Staff Development Coordinator</p> <p>College Success Coordinator, CTL Coordinator</p> <p>Academic Senate</p> <p>College Success Coordinating Committee</p>

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	<p>C-4. Create a clear system that connects faculty and staff with current training and conference opportunities to strengthen their skills in teaching basics skills and connecting with the larger academic community focused on the same goals.</p>	<p>C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p>	<p>January 2009</p>	<p>Faculty and staff Development Coordinator</p> <p>College Success Coordinating Committee</p> <p>College Success Coordinator</p>
	<p>C-5. Implement a Counseling Summer Institute to look at case management of basic skills students.</p>	<p>C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Summer 2009</p>	<p>Faculty-Staff Development Coordinator</p> <p>Dean of Counseling Counseling Faculty</p>

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<p style="text-align: center;">C Faculty and Staff Development</p>	<p>C-6. Establish systematic, ongoing, inclusive training using the existing CTL (Center for Teaching and Learning) facilities and staff to broaden the scope of CTL purpose and services beyond technology training to include professional development training on the hands on application of principles of learning theories and basic skills instruction in the college classroom.</p>	<p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>"One of the most reliable and accessible methods for achieving well-planned and well-executed staff development is the establishment of a teaching and learning center, responsible for overseeing a broad range of staff development activities, providing individual faculty training and consultations, and promoting staff development at the institutional, program, and department levels" (Cross, 2001; Singer, 2002; Travis, 1995)</p>	<p>January 2009</p>	<p>Faculty-Staff Development Coordinator</p> <p>CTL Faculty and Staff</p> <p>College Success Coordinator</p> <p>College Success Coordinating Committee</p>
	<p>C-7. Reexamine FLEX activities and incorporate basic skills training, cognitive theories of learning, learning communities, student learning outcomes, assessment rubrics, and best practices.</p>	<p>C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</p> <p>C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>January 2009</p>	<p>Faculty-Staff Development Coordinator</p> <p>College Success Coordinator</p>

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	C-8. Make Open House week an on-going activity, which allows faculty and student services to invite their colleagues into their classrooms and programs to share the basic skills lessons and approaches they are employing.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.	Piloted in May 2008	Faculty-Staff Development Coordinator and Department and Student Services Faculty College Success Coordinator
	C-9. Explore expanding classified staff professional development and offering retreats focused on basic skills	C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	August 2008 -- January 2009	Faculty-Staff Development Coordinator and Classified Senate President College Success Coordinator
D Instructional Practices	D-1. Develop contextualized curriculum in basic skills using career technical education and basic skills faculty-to-faculty collaboration	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.	August 2009	Language Arts, Math, and CTE Faculty Dean, SMT and LA College Success Coordinator

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	D-2. Explore the development of Middle college for high school students to prepare them for college level course work.	D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.	August 2009	President VP-Instruction VP – Student Services College Success Coordinator
	D-3. Develop an ESL Institute to transition students from ESL basic skills courses to college level courses to access degrees and certificates.	D.2.3 Developmental courses/programs implement effective curricula and practices for ESL	August 2009	ESOL Faculty Dean, Language Arts
	D-4. Expand transitional programs such as transitional learning communities and summer bridge programs (Hermanos, Hermanas, summer bridge)	D.5 A high degree of structure is provided in developmental education courses.	Summer 2009	Counseling Faculty Dean, Counseling Director, Learning Center
	D-5. Provide workshops and training opportunities for students, faculty and staff focused on understanding the role of emotions in learning, including topics such as the pressure to succeed, coping with failure and success, and understanding how shame harms the self system.	D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.	January 2008 – June 2009	Director, TLC Student Services Faculty Faculty Development Coordinator

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	D-6. Design, develop and disseminate handbook of materials, "Strategies to Be a Successful Student," to faculty in need offering assistance in incorporating effective basic skills-related instruction in their courses and students.	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.	August 2009	Counseling Faculty College Success Coordinator College Success Coordinating committee
	D-7. Implement supplemental instructional model that links supplemental instruction (grad tutors) with basic skills courses.	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	August 2008 - June 2009	TLC Director Dean, Counseling Counseling faculty Department Faculty
	D-8. Revise the tutor training curriculum and approach in working with basic skills students. Create supplemental instructor training.	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	August 2008 – January 2009	Math Lab Coordinator Writing and Reading Lab Coordinator Director of Learning Center

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

EXPENDITURE PLAN TEMPLATE

ESL/BASIC SKILLS EXPENDITURE PLAN

(Due on or before May 1, 2008)

District: San Mateo Community College District

College: Skyline College

CATEGORY	2007-08 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
Program and Curriculum Planning and Development	27,849.90
Student Assessment	39,000.00
Advisement and Counseling Services	117,993.60
Supplemental Instruction and Tutoring	39,000.00
Articulation	0.00
Instructional Materials and Equipment	6,000.00
Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	41,321.50
TOTAL	271,165.00

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

COMMENTS (please attach additional page, if needed):

ACCOUNTABILITY

The \$31,500,000 allocated pursuant to the above referenced legislation shall be accounted for as restricted in the General Fund. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts on basic skills, ESL (immigrant education) and student services programs. The revenue shall be recorded as State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an expenditure report on forms developed by the System Office. The expenditure report showing all expenditures in 2007-08 will be due on July 31, 2008.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu

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BSI Design/Implementation Stage--Spring 08

* [BSI Spring 08 Progress Bar](#)

* **Supporting Materials for Each Section of BSI Final Report:**

A. Organizational and Administrative Action Plan Materials

- * [Achieving Academic Success Learning Community Proposal](#)
- * [BSI Mission Statement, Philosophies and Goals](#)

B. Program Components Action Plan Materials

- * [Course Outline for Career 410: College and Career Awareness](#)
- * ["Let's Get It Started: Welcome Day at Skyline College"](#)
- * [Basic Skills Research Agenda](#)
- * BSI Research Plan Matrices for [ESOL](#), [English](#) and [Math](#)

C. Staff Development Action Plan Materials

- * [Faculty/Staff Development Opportunities for Spring 08:](#)
 - Open House Week
 - Faculty Inquiry Groups (FIG)
 - Teachers Teaching Teachers (Three-T)
- * [Rough draft of Faculty-Staff Orientation Course](#)

D. Instructional Practices Action Plan Materials

- * ["Hidden Harm of the Pressures to Succeed" Seminar Series](#)
- * Rough draft of "Strategies to Be a Successful Student" handbook (coming soon in electronic form)
- * Rough drafts of Supplemental Course outlines for:
 - [English 826](#)
 - [English 836](#)
 - [ESOL 400](#)
 - [Math 811](#)
 - [Math 110](#)
 - [Math 111](#)
 - [Math 112](#)

BSI Overview and Assessment Stage Materials--Fall 2007

- * [Skyline's BSI Homepage](#)
- * [BSI Overview](#)
- * [BSI Data and Resources](#)
- * [26 three-person BSI Effective Practice Assessment Groups](#)
- * [BSI Assessment Meetings Guide](#)
- * [BSI Fall 08 Progress Bar](#)
- * [BSI End of Semester Action Plan Meeting](#)
- * [Complete Master List of Proposed Action Plans Grouped by Theme](#)
- * [BSI Action Plan Assessment Worksheet](#)
- * [BSI Ranking Sheet for Top 5 Action Plans](#)

BSI Research Conducted for Skyline College

- * [Basic Skills Data Packet—Fall 2007](#)
- * [Subsequent Course Enrollment, Repeat and Success Over two Years: English/Reading Course Sequence](#)
- * [Subsequent Course Enrollment, Repeat and Success Over two Years: ESOL 400 to English 100 or English 105](#)
- * [Subsequent Course Enrollment, Repeat and Success Over two Years: Math Course Sequence](#)
- * [Fall to Spring Persistence: Basic Skills Students](#)