

Master List of all BSI Action Plans Grouped by Theme (33 plans)

Group 1 (1-11)		Group 2 (1-11)	
Vicky	William	Regina S.	Phyllis
Melissa	Christine	Donna	Virginia
Pablo	Nancy	Kate	Katharine
Karen		Stanlee	

A. ORIENTATION

(1) MAKE ORIENTATION MANDATORY

- A.1 #8: Make **orientation mandatory** for all new students.
- A.3 #3: **Require orientation for basic skills students**, where course sequences and content would be reviewed.
- B.1 #4: For all new students, consider making our current **orientation program a pre-enrollment activity** that would be followed by a **.5 unit Orientation to College class**.

(2) RE-DESIGN/MODIFY CURRENT ORIENTATION(S)

- A.7 #1: Initiate and expand **required orientation program**, which clarifies and amplifies the need for basic skills in order to complete college-level work
- B.1 #1: Develop **Student Learning Outcomes (SLO's)** for both the in-person and **online orientation** programs
- B.1 #2: Differentiate the needs of new students and **tailor orientation** activities to meet those needs
- B.1 #3: Utilize **student development theory and sound research data** in evaluating and **enhancing orientation** activities
- D.9 #3: Expand the existing orientation program by creating an **Orientation to College course for all basic skills students**

B. PLACEMENT

(3) RESEARCH/MODIFY PLACEMENT PROCESS

- B.1 #5: Conduct research studies to determine subsequent outcomes for students who place in **"See Counselor" placement recommendation** and work cooperatively with Language Arts faculty to consider curricula modifications
- B.1 #6: Conduct research studies to determine the **validity of the "See Counselor"** placement recommendation.
- B.1 #7: Conduct training for counseling faculty in use of **multiple measures** for students who receive a "See Counselor" placement recommendation
- B.1 #8: **Close the loophole** that allows students to defeat **computer blocking at registration**.
- B.1 #9: Conduct research studies to determine subsequent **outcomes for students with ENGL 826 and READ 826 placements** recommendations (and work cooperatively with Language Arts faculty to consider curricular modifications)
- B.1 #10: Monitor course outcomes for students with **placement recommendations** and **compare** those to outcomes for students who gain entry to developmental courses by other means
- B.1 #12: Re-examine guidelines given to students to help them determine **which English assessment test to take** (native English or ESL)

C. PROFESSIONAL DEVELOPMENT/FLEX/CTL

(4) INCREASE/IMPROVE FACULTY/STAFF TRAINING

- A.1 #11: Embed the college's **Basic Skills philosophy in new employee orientation**
- A.6 #4: Develop a formal **mentorship and orientation for faculty teaching basic skills** courses
- B.2 #5: Make concerted efforts to **include adjunct faculty** in the evaluation of Basic Skills courses and programs since they play an integral role in student learning and success.
- C.4 #4: Offer **college teaching methodology classes** for all new and part-time faculty and optional flex activity for employed full and part-time faculty.
- C.5 #5: **Expand travel funds** for full time faculty to attend basic skills related conferences out of state.
- C.5 #6: Designate & fund an instructor to train in the **CCSF reading program and train others** across the disciplines
- D.3 #2: Increased **teacher training for making curriculum** most relevant and useful to students (i.e. using multiple learning modalities, use of manipulatives). In other words **contextualizing the curriculum**.
- D.6 #5 (related proposals in A.6 #1, C.5 #1, D.2 #1): Increase funding for **Professional Development** for basic skill discipline instructors to acquire new teaching strategies, interdisciplinary collaborations and correspondences.
- D.7 #2: **Develop faculty and staff training** to address needs of cohorts identified as struggling in basic skills classes.

(5) CREATE INCENTIVES/COMPENSATION FOR FACULTY/STAFF TRAINING IN BSI

- C.1 #4: Create an **incentive program to get faculty/staff consistently involved in CTL BSI activities** (training, curriculum designing, across the curriculum activities).
- C.5 #2: **Fund part-time faculty across disciplines** to attend meetings and workshops related to basic skills
- D.8 #2: Release time or part-time **compensation for Basic Skills Teachers to meet and share** curricular insights.

(6) EXPAND USE OF THE CENTER FOR TEACHING AND LEARNING (CTL)

- C.3 #3: Establish systematic, ongoing, inclusive **training using the existing CTL** facilities and staff
- D.1 #1: **Broaden the scope of CTL** (Center for Teaching and Learning) purpose and services beyond technology training to include professional development training on the hands on application of principles of learning theories in the college classroom.

(7) ENHANCE/EXPAND WORKSHOPS/SEMINARS/FLEX

- A.6 #2: Reassess the concept of **Flexible FLEX**.
- A.6 #3: Create and encourage attendance in **workshops on developmental ed. and instructional strategies**
- C.2 #3: Provide **interdisciplinary seminars** and staff development activities, covering both quantitative and verbal areas in both theory and practice.
 - C.2 #4: Participants in the ongoing **seminar series** will **share materials** that they develop as a result of seminar instruction. These materials may include handouts or other curriculum materials. Participants will reflect on the effectiveness of the seminar information and the materials they developed for classroom use.
- C.2 #5: Seminar is aimed at teachers at all stages of career, with support and **enthusiasm for teaching shared among all**.
- C.2 #6: **Seminar** topics will include development of the faculty understanding needs of, and **skills to work with, basic skills students** as adult learners in a community college.

- C.2 #7: **Seminar** topics will cover **development of SLOs** and assessment rubrics with basic skills classes and students in mind.
- D.1 #2: Offer **Professional Development workshops** or a Symposium on practical application of **cognitive learning** theories in instruction, including the theory of multiple intelligences and how to apply this to make instruction more multi-intelligent and assess learning in more multi-intelligent formats.
- D.2 #2: Professional Development: Coordinate **structured flex activities**. (i.e., campus-wide and departmental coordinated in-house expert presentations and conference attendee presentations to share what they learned.)
- D.2 #7 (related proposal in D.2 #2): **Flex workshops** for non-basic skills faculty
- D.8 #1: Add session to **every flex day for teachers of Basic Skills courses to share best practices** and plan for future implementation.

(8) CREATE/EXPAND PROGRAMS INVOLVING PROFESSIONAL DEVELOPMENT

- C.2 #2: Develop and implement a **staff development series**. The program is intended to bring faculty across disciplines and experience levels together to discuss educational practices, including issues related to teaching basic skills students.
- C.5 #3: Implement **WRAD activities** starting with TLC and expanding to whole campus
- C.5 #4: **Support/expand professional development** within the following **learning communities**: Puente, Kababayan, AStep, WIT & Scholar-Athlete.
- D.8 #4: Develop **peer observation program**
- D.8 #6: Invite **speakers from successful programs**

(9) APPOINT/DESIGNATE ORGANIZER(S) OF PROFESSIONAL DEVELOPMENT

- C.1 #3: Have the Skyline **coordinator of the CTL organize faculty/staff training** in development education (both short-term courses and semester-length projects)
- C.3 #2: Select one **Administrator and one faculty member to coordinate staff development activities** and basic skills.
- C.5 #1: Increase funding to provide **reassigned time for leaders of professional development** activities related to basic skills
- D.2 #1 (related proposals in A.6 #1, C.5 #1): **Professional Development**: Hire outside consultants.

D. BSI GOALS, MISSIONS, PHILOSOPHIES

(10) CREATE BSI GOALS, MISSIONS AND PHILOSOPHIES

- A.1 #1: Develop an explicit **institutional philosophy of Basic Skills** and | embed it in the college's Goals and Strategies
- A.1 #7: Establish a clear and consistent **definition of who Basic Skills students** are.
- A.2 #1: **Multidisciplinary committee** of faculty, staff and students to develop **draft philosophy, mission statement and goals** for a comprehensive developmental educational program or expand FYE
- B.2 #2: Develop a clear operational **definition of Basic Skills** with a philosophy and a set of achievable goals and priorities recognizing that there is a sub-core that includes pre-collegiate courses.

E. COLLEGEWIDE INTEGRATION OF BSI

(11) INCLUDE BASIC SKILLS IN ALL PLANNING VENUES

- A.1 #2: Establish explicit **Basic Skills expertise in all key planning venues** (IPC, Curriculum, Student Services Council)
- A.1 #9: Embed Basic Skills effectiveness into the **program reviews** for English, Math and ESOL.
- A.2 #2: Incorporate Developmental Education Program in annual planning process and in the **Program Review Cycle**
- A.2 #3: **College governance committees** receive philosophy, mission statement and goals. **Curriculum committee adopts** program philosophy, mission and goals.
- A.3 #4: Explore establishing a **Basic Skills Institute**, which would include instruction and support services.
- C.3 #1: Include at least **two developmental education faculty members** on the **staff development planning** committee.

Group 3 (12-22)		Group 4 (12-22)	
Cathy	Garry	Connie	Mike M.
Margery	Jeff W.	Mike W.	David
Kathy	Soodi	Arthur	Steven
Carla	Fermin	Jennifer	

F. RESEARCH

(12) RESEARCH/ASSESS COURSE OUTCOMES

- A.4 #2: **Conduct studies of students in BS courses** and their transition into degree and transfer level courses.
- B.1 #11: Gather data on course outcomes for **ESL students** who elect to take the **English assessment test** and attempt English and reading classes

(13) DEVELOP A BSI RESEARCH AGENDA

- B.2 #3: Develop a **Basic Skills Research Agenda** that includes snapshot, as well as longitudinal (cohort) studies and comparison studies (both cross-sectional and inter-segmental), and has baseline data points for **measuring progress** and establishing internal and external **benchmarks**.
- B.2 #4: Earmark **BSI funds** each year for formative and **summative research and evaluation** that will examine the impact of basic skills program and service strategies and interventions on student outcomes.
- B.2 #7: Provide **regular (annual) information on Basic Skills outcomes** to all faculty and staff involved in Basic Skills courses and services
- B.2 #8: Improve the process for **integrating Basic Skills data and information into the college-wide planning** and continuous improvement process by incorporating Basic Skills activities and strategies into the division and unit level annual work plans.
- B.2 #9: Create a **BSI outcomes data webpage** that will be used to communicate to all constituency groups.
- C.2 #1: Develop and implement a **survey for all faculty** that includes specific inquiries both for instructors who teach basic skills classes and instructors of other classes who have basic skills students in their classroom mix.
- D.6 #2: Cooperative assessment implementation of the **CCSSE or other standardized or original testing** instruments.
- D.7 #1: Work with **research office** to provide deeper studies of cohorts of students who struggle in basic skills classes.

G. OUTREACH

(14) HIRE/APPOINT OUTREACH COORDINATOR/TEAM

- B.1 #13: **Hire Outreach Coordinator** to oversee the coordination of campus-wide student recruitment and outreach activities and develop new outreach plan that will target students who place in dev. ed. Classes
- B.1 #14: Creation of a trained **outreach team** that will support outreach and recruitment efforts
- D.3 #1: Hire a FT Counselor who would be an **outreach person** to our feeder schools and the community at large, provide teacher training (see below), teach the FYE course as well as be a liaison for our students in basic skills courses.

(15) BUILD STRONGER OUTSIDE CONNECTIONS

- D.5 #7: Forge stronger connections with **community businesses**. Invite business leaders and owners to make presentations on the importance of academic skills and achievement to groups of students.
- D.5 #8: Forge stronger connections with **4-year institutions** by having their admissions officers, counselors and the like make presentations to groups of students.

(16) INCREASE SERVICES/CONNECTIONS TO LOCAL HIGH SCHOOLS

- A.4 #5: Provide **additional assessments and counseling/ advising services at the high school** (9-12 grades) to prepare students successfully for transition to college. (Part of larger expanded outreach program w/high schools)
- A.4 #6: Institute a **college outreach** activity that integrates assessment, orientation, and advising (as Intro to College Course) **into a Social Science course** co-taught by high school and Skyline College counselor (Course could be part of the 9th grade curriculum.)

(17) CREATE BSI AWARENESS/PUBLICITY/INFORMATION DISTRIBUTION

- A.3 #10: **Publicize basic skills program** to explain sequence and course content of basic skills programs.
- A.4 #4: Create a **student friendly class schedule** that would schedule courses (and learning communities) based on time/learning community/theme/major/etc and/or recommended course pairings rather than based on the traditional (alpha) instructional format. Create a class schedule the way the student would use it.

H. BSI BUDGET

(18) CREATE/INSTITUTIONALIZE A BSI BUDGET

- A.1 #6: Track separately the **costs associated with serving Basic Skills students** in order to ensure that BS is adequately funded and staffed.
- A.3 #2: Establish a **budget allocation for basic skills**
- B.2 #1: Recognize the BSI as a **college-wide priority** and provide **on-going financial and leadership support** that will help to implement a well-focused set of Basic Skills goals and activities within the college's capabilities, capacity and resources.
- C.4 #5: A **budget is provided** for ongoing staff development activities and coordination

I. CURRICULUM DEVELOPMENT/SLO'S

(19) IMPROVE/EXPAND EXISTING BASIC SKILLS CURRICULUM IN EACH DISCIPLINE

- D.1 #4: Increase the development of instructor-designed materials that include the use of **manipulatives and hands-on learning activities** for math and reading/writing instruction.
- D.2 #3: Curriculum Development: **Math:** Contextualized learning; group activities; problem based learning
- D.2 #4: Curriculum Development: **ESOL:** Speaking/listening skills
- D.2 #5: Curriculum Development: **Reading:** Contextualized learning; Reading Apprenticeship
- D.8 #7: Further involve **CTL, TLC in developing curriculum.**
- D.8 #8: Develop **short courses within Basic Skills.**
- B.2 #6: Evaluate the **efficacy of incorporating program level SLOs** and assessments into the SLOAC process.

(20) CREATE NEW BASIC SKILLS CURRICULUM

- A.3 #5: Establish a **core curriculum** which would delineate a clear plan of courses for basic

- skills students, which could also include other appropriate content courses
- A.3 #8: Expand Basic Skills Lab instruction to be **co-requisite** course with basic skills courses.
 - A.4 #1: **Add more sections of Basic Skills courses**, especially ESOL, so that there will be will enough BS courses to enroll in.
 - C.1 #6: Create a **“How to Stay in College” 8-hour short course** offered 3-4 times each semester which students who test at a certain level would be required to take.
 - D.1 #3: Increase **reading and writing across the curriculum** by offering a **.5 credit Learning Skills course** in conjunction with other disciplines, i.e. biology, history, social studies, chemistry in order to increase contextualized learning for BS students.
 - D.1 #5: Teach all new students about **multiple intelligences** and help them assess their strongest learning intelligences so that they can be more active and successful learners. Introduce during new student orientation or as a short course for First Year experience students.
 - D.2 #9: **Fitness Across Curriculum**: students take a fitness course, reflect on it in an essay for English, analyze data in Math, etc.
 - D.3 #3: **First Year Experience course** (Equivalent to Counseling 100)
 - D.5 #4: Explore offering a **“stepping stone” course** out of the sequence which would be required or highly recommended for underprepared students. This course would offer practice in the reading and writing process and could be taken concurrently with the primary course.
 - D.5 #9: Explore use of an **exit exam** prior to entering transfer level course in a basic discipline

(21) REVIEW/ENSURE SMOOTH ARTICULATION BETWEEN BASIC SKILLS COURSES

- A.3 #9: **Review basic skills course content**, especially SLOs at each level, to ensure smooth articulation between course levels.
- A.4 #3: With collected data/research **coordinate the proper alignment of BS courses** to enhance student success

J. TECHNOLOGY

(22) DEVELOP BSI TECHNOLOGY SUPPORT

- D.10 #5: Coordinate how **technology is used in basic skills classes** by discipline so that faculty can tap into existing effective practices.

Group 5 (23-33)		Group 6 (23-33)	
Rick W.	Tiffany	Lori	Felix
Leslie	Regina M.	Leigh Anne	Lucia
Amory	Pat	Theresa	
Tim	Liza	Nate	

K. COUNSELING

(23) TARGET COUNSELING FOR BASIC SKILLS STUDENTS

- A.1 #4: Provide **intensive counseling** and follow-up for Basic Skills students who are not in a learning community.
- B.3 #2: Send **postcard (or e-card) reminders** regarding counseling expectations (SEP update, Registration, Withdrawing from classes, etc).
- D.2 #6: Designated **counseling** trained to work with **ESOL** students
- A.1 #10: Make the development of a **Student Ed Plan mandatory** for all students and incentivize it through registration priority.
- D.10 #2: Increase the use of the **Early Intervention Strategies** by requiring all faculty to utilize the referral forms.

(24) CLARIFY ACADEMIC EXPECTATIONS FOR BSI STUDENTS

- B.3 #1: Identify **counseling expectations** and clearly **articulate this information to basic skills students** in student-friendly format.
- B.3 #5: Identify Skyline student **“typical issues” timeline for counseling staff**. Program and workshops can be planned according to the guidelines set forth in this document.

L. SUPPLEMENTAL INSTRUCTION (TUTORING, PEER)

(25) EXPAND/IMPROVE DEDICATED TUTORING TO BASIC SKILLS STUDENTS

- A.1 #5: Provide **dedicated tutoring** support for Basic Skills students.
- A.3 #7: Establish **connections between the Learning Center** instructional aides/tutors and basic skills program.
- C.1 #7: Create a **tutoring support program** dedicated to Basic Skills students which provides dedicated support in and out of the classroom
- D.1 #6: Provide **more training for tutors** in the Learning Center to understand what is being taught and how to support students in Eng and Reading 826,836,846; Math 811 and 111; and ESOL courses.
- D.2 #8: **Tutors** designated for **specific levels**: tutors lead workshops, study sessions, and one-on-one tutoring for specific courses and instructors; tutor training co-led by faculty with existing trainers)
- D.5 #6: Add more basic skills foundational instruction to the Learning Center by **requiring skills assessment as part of tutoring**.
- D.8 #5: Videotape **models**
- D.10 #3: Develop the longevity of the **tutoring program** with **regular promotional opportunities**
- D.10 #4: **Master Tutors** at the graduate level to be a liaison for students and content tutors.

(26) EXPAND/CREATE BASIC SKILLS LAB COURSES/WORKSHOPS

- A.5 #2: **Expand supplemental instruction** for developmental courses.
- D.5 #3: Use **concurrent Supplemental Instruction courses** with basic skills courses.
- D.5 #5: Add more pro-activity to the Learning Center by having faculty **require students to sign up for Basic Skills Lab courses**.
- D.9 #4: Create more offerings for **counseling workshops** coordinated between the Learning Center and Student Services (i.e. Goal-Setting, Motivation)
- A.5 #3: Develop a formal structure for a **mentoring program** for students in developmental education
- D.4 #2: Develop **Supplemental Instruction components within each learning community**, which can be facilitated by tutors or instructional aides in the Learning Center or “master students” who have already taken the developmental courses in the respective learning communities.

(27) EXPAND THE BASIC SKILLS LAB OFFERINGS/SERVICES

- D.5 #2: Expand the offerings of the **Basic Skills Lab** and make them central and integral to serving student needs very closely by aligning them with the English curriculum.
- D.6 #4: Create a **English Language Lab**. Integrate regular class activities with the Learning Center and other student assistance programs.
- D.10 #1: Expand the offerings of the **Basic Skills Math Lab** and make them central and integral to serving student needs very closely by aligning them with the mathematics curriculum.

M. BSI LEARNING COMMUNITY

(28) CREATE BSI LEARNING COMMUNITY

- A.3 #6: Establish **connections with “basic skills” counselors** by following the Learning Community model
- A.4 #7: Develop a policy, plan and organizational structure that will allow for **independent Learning Communities** to co-exist, yet provide un-duplicated services to the students being served within/across the programs.
- A.5 #1: **Expand the Gateway Learning Communities Model** by offering additional learning communities from diverse perspectives that would serve students in developmental education (e. g., Puente Gateway, ASTEP-Gateway, Kababayan-Gateway).
- B.2 #10: Develop a **comprehensive Basic Skills Learning Community** that includes faculty from each core group to help improve communication and collaboration between disciplines. B.3: Integrate COUN 100 course and CRER courses with BASIC SKILLS courses.
- B.3 #3: **Integrate COUN 100** course with BASIC SKILLS courses.
- B.3 #4: **Integrate CRER** courses with BASIC SKILLS courses.
- D.5 #1: Expand the **Learning Community concept** to link study skills courses, basic skills courses, basic skills lab courses, and counseling
- D.6 #3: **Diversify student populations** in any given class to mix students of different levels of learning ability which might better motivate the students and enhance the learning environment. Scheduling **longer class time** sessions to allow for better development of classroom activities.
- D.8 #3: Expand **Learning Community Model**
- D.9 #2: Create **links between basic skills courses with college success and personal development** courses

(29) EXPAND EXPOSURE/PUBLICITY FOR LEARNING COMMUNITIES

- D.3 #4: A **glass enclosed bulletin board for LC’s** (as well as using to house the *Skyline Stars: Transfer Student Hall of Fame*. The board would be located prominently in the

cafeteria.

- D.4 #1: Bring learning **communities together** for an **interdisciplinary career night**. This would include having students from each learning community invite speakers to the event.

N. STAFFING/HIRING

(30) HIRE/APPOINT BSI COORDINATOR/STAFF

- A.1 #3: Establish a college-wide **Basic Skills coordinator**.
- A.3 #1: Appoint a **faculty coordinator** to establish a “higher level of communication and collaboration” of a developmental education program.
- A.6 #1: Appoint a **District Professional Development coordinator** with full release time to work with all three colleges.
- C.1 #1: Designate a **faculty coordinator** to design and coordinate a comprehensive basic skills program
- C.1 #2: Hire on a short-term rotating basis a **graduate student(s) to assist the Basic Skills Coordinator** in keeping the Basic Skills Program at Skyline current and innovative.
- D.7 #3: Creation of a **department coordinator** or senior content expert position in all departments that address basic skills. 3-4hrs/wk x 18wks x 4 content fields = \$20,000

(31) HIRE FACULTY TRAINED IN BASIC SKILLS

- A.6 #5: Consider placing in **language of desirables in all faculty job announcements** “Experience in or a knowledge of and interest in teaching students in developmental education”
- A.6 #6: Increase if needed the number of full-time faculty teaching basic skills courses and insure that **basic skills courses continue to have a majority taught by full time faculty**
- D.6 #1: **Hire new faculty and counselors** to facilitate: Smaller class sizes and increased student contact and assistance from counselors and tutors
- D.9 #1: Explore the need for **more full-time counselors** to work with basic skills students in specific programs modeling it after the **Learning Communities model**.

(32) HIRE LEARNING COMMUNITIES COORDINATOR

- D.4 #3: Creating a “**Learning Communities Coordinator**” position, a classified staff person who would be responsible for on-site recruiting of high school students, assisting faculty and counselors in providing coherence among LCs, and facilitate calendar coordination, sharing of successful practices, and LC advisor meetings to promote LC collaboration and resource sharing, among other duties.

O. FINANCIAL AID

(33) INCREASE SUPPORT/AWARENESS OF FINANCIAL AID NEEDS FOR BASIC SKILLS STUDENTS.

- B.4 #1: Ensure that all developmental students are aware of the **availability of financial aid**.
- B.4 #2: Send **E-vision letters** to all developmental students enrolled at Skyline.
- B.4 #3: Schedule and conduct **workshops on the DemoFAFSA** providing one-on-one assistance.
- B.4 #4: **Contact developmental students** regarding their financial aid status.
- C.1 #5: Create all-inclusive program for developmental at-risk students that addresses **non-academic areas of support** (i.e Jumpstart providing lunch, bus passes, childcare etc.)