

Ohlone College Basic Skills Initiative Action Plan

2010-2011 Academic Year



OHLONE COLLEGE BASIC SKILLS PHILOSOPHY

Everyone is capable of learning. The Ohlone College Basic Skills program strives to prepare students to:

- 1. be effective citizens in society;*
- 2. broaden their multicultural understanding and perspectives; and*
- 3. Find direction and improve the quality of their lives.*
- 4. Furthermore, the program fosters cross discipline learning and increased opportunities for student success through a variety of educational experiences.*
- 5. The program values educational research and incorporates best practices into instruction.*

	<p>a) Periodically circulate statement of the ESL/Basic Skills (Developmental Education) mission, philosophy, goals and objectives to all college constituents for review and feedback</p> <p>b) Include brief description about Basic Skills in the catalog.</p> <p>c) BS Coordinator to meet regularly with VP of Instruction to raise awareness of the Basic Skills program.</p> <p>d) Review need for sufficient offerings of Basic Skills courses.</p>	<p>A.2.1 A detailed statement of the mission for developmental education is clearly articulated.</p> <p>A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives.</p> <p>A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.</p> <p>A.2.4 Developmental education goals and objectives are clearly communicated across the institution.</p>	<p>Ongoing</p> <p>Fall 2011</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Basic Skills Team Deans BS Coordinator VP of Instruction</p> <p>Deans BS Coordinator VP of Instruction</p> <p>BS Coordinator VP of Instruction</p> <p>Deans BS Coordinator Basic Skills Team</p>
	<p>Course Coordinators:</p> <p>a) Basic Skills and Learning Communities Coordinators will work with course coordinators and faculty to implement Basic Skills Program.</p> <p>b) Course Coordinators in Math, English, ESL, Counseling, Deaf Studies and DSPS will work with faculty to implement common course assessments and outlines.</p> <p>c) Course coordinators will partner with CTE (Career Tech. Ed.) faculty and support staff to imbed basic skills into the program through the English Learning Center.</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>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Dean BS Coordinator Course Coordinators LC Coordinator CTE Director</p> <p>Deans BS Coordinator CTE Director Course coordinators ECS faculty Professional Development Coordinators</p>

	Provide for ongoing budget allocations for stipends for course coordinators, Basic Skills Coordinator, and Learning Communities Coordinator	A.3.3 A designated budget allocation exists for developmental education.	Completed	Deans VP of Instruction BS Coordinator
	a) Coordinate with HR to develop a process to recruit and hire faculty trained in developmental education methodology. Maintain effective full-time to part-time ratio for Basic Skills similar to college courses. b) Offer sufficient number of sections of developmental courses to meet the needs of incoming students	A.6.1 Recruitment and hiring processes for faculty/staff in Basic Skills programs emphasize expertise and/or experience in developmental education. A.6.4 A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part-time ratio for Basic Skills is similar to the ratio for college-level classes and disciplines.	When fulltime hiring resumes When budget and classroom space allow	Deans BS Coordinator VP of Instruction HR Personnel Deans VP of Instruction President's Cabinet
	a) Create a "menu" of explicit common expectations regarding responsibilities and behavior for both students and program providers which can become modified by instructors and inserted into syllabi for developmental education courses.	A.7.1 A clearly defined and widely shared definition of "successful developmental education" exists. A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.	Spring 2011	BS Coordinator Deans Program Faculty Course Coordinators Learning Communities Coordinator

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Planning Matrix for Section B - Program Components

Please state your college's Long-Term Goals (5 yrs.) for Section B (Program Components) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section B:

Orientation, assessment, and placement will continue to be mandatory and will be reviewed regularly to determine their effectiveness. The college will keep abreast of new developments in assessment and student services to implement the most effective programs for all students, including ESL students and students with disabilities. Information on and access to academic counseling, personal counseling and financial aid will be integrated into Basic Skills courses.

Action Plan for Section B
Academic Year: 2010-2011

District: Ohlone Community College District
College: Ohlone College

Section B	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Implement mandatory orientation	B.1.1 Mandatory orientation for all new students.	Fall 2010 and ongoing	Counseling Dept.
	Offer students testing into Basic Skills specialized in-depth student services information workshops in addition to regular new student orientation, by Personal Development / Basic Skills Counseling Course Coordinator	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.		Assessment Coordinator, Basic Skills/PD counselor, Learning Communities Coordinator
	a) Continue regular meetings of English, Math and ESL Placement committees. b) BS course coordinators will provide input to Math, English, and ESL Placement Committees.	B.1.5 Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	Ongoing Ongoing	Assessment Coordinator English/Math/ESL Faculty BS Coordinator

	c) Establish and review assessment procedures for LSP/DSPS and Deaf studies.		Ongoing	DSPS, Deaf Studies, & Assessment faculty
	a) Review and assess the most recent program reviews and course outlines for English and Math. b) Convene Basic Skills conference with local feeder high school to align course content and outcomes in Basic Skills courses.	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	Ongoing As needed	English, Math, ESL departments Deans, VP of Instruction Math and English faculty
	Explore alternative evaluation tools (e.g. portfolios, capstone projects, etc.) in Basic Skills and CTE courses.	B.2.2 Formative program evaluation activities occur on a regular basis. B.2.3 Summative program evaluation activities occur on a regular basis.	Ongoing	BS Coordinator Basic Skills Team CTE Director
	a) Continue to gather and begin to analyze Basic Skills data on a regular basis. b) Begin to gather data on success rates of ESL & Deaf students who continue through to regular English sequence (e.g. analyze transcripts of random sample of students).	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	Ongoing Ongoing	Researcher Deans BSI Coordinator ESL & Deaf department faculty
	a) Assign 3-4 Basic Skills courses to each counselor for 2-3 classroom visits per semester with mandatory counselor contact & make referrals. b) Develop a survey to track students who participate in counselor-visit classes to assess effectiveness.	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	Ongoing Spring 2011	Counseling department, Faculty, and Basic Skills Team

	<p>a) Conduct Student Services informational fairs.</p> <p>b) Continue to integrate PD classes with learning communities.</p>	B.3.2 Counseling and instruction are integrated into the developmental education program.	<p>Ongoing</p> <p>Ongoing</p>	Deans of Counseling, English, Math, Basic Skills Course Coordinators
	Counselors actively participate in all Basic Skills staff development activities.	B.3.3 Counseling staff is specifically trained to address the academic, social, and emotional needs of developmental education students.	Ongoing	<p>Counseling Committee Member</p> <p>Staff Dev. Coordinator, Dean of Counseling</p>

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Planning Matrix for Section C - Faculty and Staff Development

Please state your college's Long-Term Goals (5 yrs.) for Section C (Faculty and Staff Development) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section C:

All Basic Skills instructors will have received appropriate training in development education methodology, including skills required to deal effectively with ESL students, deaf students, and students with learning disabilities. All Basic Skills instructors will have access to resources to improve their teaching techniques and will be encouraged to participate in staff-development activities that focus on improving Basic Skills instruction.

Action Plan for Section C
Academic Year: 2010-2011

District: Ohlone Community College District

College: Ohlone College

Section C	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	a) Reading, writing, math, ESL, counseling, LSP and Deaf Studies faculty participate in conferences and other locally organized professional development activities to enhance curriculum planning and development.	C.1 Administrator support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	Ongoing	Deans, BS Team
	b) Create a needs assessment for faculty to determine which faculty and staff are interested in Basic Skills and their training needs.	C.1 Administrator support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	As needed	Basic Skills Team & Researcher

		C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.		
	Develop a menu of staff development activities specific to Basic Skills staff development	C.2.2 Developmental education staff development activities address both educational theory and practice.	Ongoing	BS Coordinator Basic Skills Team Staff Dev Coordinator
	Create a survey to assess College basic skills professional development needs.	C.2.4 The professional development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	Ongoing	Professional Development Coordinator Basic Skills Team
	Develop and implement orientation for new full-time and part-time Basic Skills faculty and staff.	C.2.5 New faculty members are provided professional development activities that assist them in transitioning into the community college academic environment.	Ongoing	Basic Skills Course Coordinators
	Earmark Basic Skills Initiative funding for Basic Skills staff development in addition to the regular staff development funds.	C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	Ongoing	BS Coordinator Staff Development Coordinator Deans
	Peer mentoring—formalize a cross-discipline mentoring program utilizing Basic Skills coordination team members and expanding to include all developmental ed faculty and faculty from other disciplines.	C.4.1 Peer Mentoring		BS Coordinator Staff Development Coordinator Deans LC Coordinator

	Create links on the Basic Skills website to resources on developmental education	C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning C.4.5 Classroom Assessment Techniques C.4.6 Great Teacher Seminars C.4.7 Academic Alliances (e.g., K-16 Inter-Segmental Partnerships)	Ongoing	
	Foster the learning college model by providing opportunities for faculty to engage in cross discipline interchange, thereby improving teaching and learning institutionally.	C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”		Basic Skills faculty and Cross-discipline faculty LC Coordinator
	Implement institution-wide to develop extrinsic rewards for faculty willing to be involved in Basic Skills learning/teaching collaborations.	C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).		VP of Instruction, Division Deans, UFO, Faculty Senate, College President, Basic Skills Team

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Planning Matrix for Section D - Instructional Practices

Please state your college's Long-Term Goals (5 yrs.) for Section D (Instructional Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section D:

Instruction in all Basic Skills courses will be based on an awareness of current research on effective strategies in developmental education.

The program will focus on the emotional, social, and financial needs of the student in addition to fostering/promoting the academic success of the student.

Action Plan for Section D

Academic Year: 2010-2011

District: Ohlone Community College District

College: Ohlone College

Section D	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	a) Provide Basic Skills students with constant feedback from instructors. Monitor grades through a variety of online methods.	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	Ongoing	Basic Skills Team and Faculty
	b) Enhance study skills instruction and integrate into regular classroom lessons.		Ongoing	
	a) Use multimedia, web-enhanced courses to incorporate various learning styles into the curriculum and teach students strategies to adapt to the instruction. Integrate technology to accommodate different learning styles.	D. 1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).	Ongoing	Basic Skills faculty Learning Communities Coordinator Basic Skills Team BS Coordinator

	b) Incorporate meta-cognitive assignments into course outlines such as learning journals in English and ESL courses.		Ongoing	Course Coordinators
	<p>a) Develop more reading/writing learning communities and content-based learning community. Develop thematic reading/writing lessons in class. Exploring career pathways through reading/writing for CTE programs</p> <p>b) Develop one-half to one-unit math and writing courses at multiple levels to address individual math/writing problems.</p> <p>c) Develop a more robust tutoring program in all Basic Skills areas</p>	D. 2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>BS Coordinator</p> <p>Deans</p> <p>Learning Communities Coordinator</p> <p>ELC & Math Staff</p> <p>CTE Director, Deaf Studies Lab</p>
	<p>a) Use texts and design projects and assignments with multicultural themes and issues. Use authors from diverse backgrounds.</p> <p>b) Incorporate real-life applications into Basic Skills courses.</p>	D. 4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	Ongoing	Basic Skills Faculty
	a) Review the need for revision of the English course sequence to reinstate the lower-level Basic Skills reading/writing courses (to ensure proper placement and adequate courses for developmental students).	D. 5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	Ongoing	<p>Deans</p> <p>English faculty</p> <p>BS Coordinator</p> <p>Counseling Dept.</p>

	<p>b) Distribute the flowchart (Paths to Transfer) of all Math, English, and ESL courses to students and faculty to inform them of the course sequences</p> <p>c) Revise the Math course sequence to reflect a 4-course developmental math sequence</p>		<p>Ongoing</p> <p>In progress</p>	<p>BS Team</p> <p>Math faculty</p>
	Develop and offer more math, writing & ESL modules in the lab to provide additional help to students and create the ability to individualize learning based on individual student needs.	D. 5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.	Ongoing	BS Coordinator ELC & Math lab Coordinator Math Faculty Deaf Studies Faculty
	a) Remodel learning space to support a variety of teaching techniques specifically designed to foster Basic Skills student success	D. 6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).	Ongoing	Basic Skills Team
	Educate administrators, staff, and non-Basic Skills faculty about the Basic Skills program and how to support these students.	D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	Ongoing	BS Coordinator Deans Counseling Coordinator BS Team
	Review and revise developmental course outlines to align with the SLOs of the degree applicable and transfer-level courses.	D. 7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	Ongoing	BS Coordinator Faculty SLOs Committee

	Encourage more streamlined and integrated services for Math, English, and ESL in Hyman Hall and at the Newark Campus tutoring center.	D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation	Ongoing	Basic Skills Team BS Coordinator Deans
	Utilize Early Alert systems for all Basic Skills students.	D.10.4 A formal referral system exists between academic and student support services.	Ongoing	Counseling dept.
	Further develop Hyman Hall, Newark and Deaf Studies learning centers by enhancing existing programs and adding new collaborative learning methodologies.	D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	Ongoing	Basic Skills Course Coordinators Math & ELC Lab Coordinators BS Coordinator Deaf Studies Faculty

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