

# Ohlone College Basic Skills Initiative Action Plan

## 2009-2010 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.*

## Planning Matrix for Section A – Organizational and Administrative Practices

Please state your college's Long-Term Goals (5 yrs.) for Section A (Organizational and Administrative 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 A:

In five years, all Basic Skills courses at Ohlone College will be conducted with uniform standards, effective strategies, and efficient support services under the supervision of a faculty coordinator for the entire program and course coordinators for individual courses and CTE programs. There will be college-wide awareness of and support for the program. On-going assessment and continuous improvement will be facilitated by research.

**Action Plan for Section A**  
**Academic Year: 2009-2010**

**District:** Ohlone Community College District  
**College:** Ohlone College

Section A	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>a) Reassign a Basic Skills Coordinator from existing faculty to coordinate all Basic Skills programs. He/she should have access to a researcher who conducts research on the status of these programs.</p> <p>b) Reassign a Learning Communities Coordinator from existing faculty to develop and implement learning communities for the basic skills courses.</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 programs.</p> <p>A.3.3 A designated budget allocation exists for developmental education.</p>	<p>Completed</p> <p>Completed</p>	<p>VP of Instruction Deans</p>
	<p>a) Circulate statement of the ESL/Basic Skills (Developmental Education) mission, philosophy, goals and objectives among all departments for review and feedback</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>Completed</p>	<p>Basic Skills Team Deans BS Coordinator VP of Instruction</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>e) Board presentation on Basic Skills program by Basic Skills team.</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>Fall 2009</p> <p>Fall 2009</p> <p>Ongoing</p> <p>Completed</p>	<p>Deans BS Coordinator VP of Instruction</p> <p>BS Coordinator VP of Instruction</p> <p>Deans BS Coordinator Basic Skill 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, and Deaf Studies will work with faculty to implement common course assessments and outlines.</p> <p>c) Reassign math course coordinators to basics skills team.</p> <p>d) Course coordinators will partner with CTE (Career Tech. Ed.) faculty to identify ways to embed Basic Skills into CTE programs.</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>Completed</p> <p>Spring 2010</p>	<p>Dean BS Coordinator Course Coordinators LC Coordinator CTE Director</p> <p>Deans BS Coordinator CTE Director Course coordinators</p>
	<p>Provide for ongoing budget allocations for stipends for course coordinators, Basic Skills Coordinator, and Learning Communities Coordinator</p>	<p>A.3.3 A designated budget allocation exists for developmental education.</p>	<p>Completed</p>	<p>Deans VP of Instruction BS Coordinator</p>

	<p>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.</p> <p>b) Offer sufficient number of sections of developmental courses to meet the needs of incoming students</p>	<p>A.6.1 Recruitment and hiring processes for faculty/staff in Basic Skills programs emphasize expertise and/or experience in developmental education.</p> <p>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.</p>	<p>When fulltime hiring resumes</p> <p>Completed</p>	<p>Deans BS Coordinator VP of Instruction HR Personnel</p> <p>Deans VP of Instruction President's Cabinet</p>
	<p>a) Create a statement of explicit common expectations for both students and program providers which can become a part of all syllabi for developmental education courses.</p> <p>b) Course Coordinators to create a common understanding of definitions of success for Basic Skills students.</p>	<p>A.7.1 A clearly defined and widely shared definition of "successful developmental education" exists.</p> <p>A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.</p>	<p>Spring 2010</p> <p>Spring 2010</p>	<p>BS Coordinator Deans Program Faculty Course Coordinators Learning Communities Coordinator</p>

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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## 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:** 2009-2010

**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	Counseling Dept.
	English department will explore an in-class writing sample for voluntary placement adjustment at the beginning of each semester.	B.1.3. Mandatory placement exists for students assessed at developmental levels.	Completed	English Course Coordinators and faculty
	a) Explore A+advancer or in-house diagnostic test for Math to identify specific Basic Skills curricular needs of individual students.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	Completed	Math course coordinators MLC

	b) 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.	Spring 2010	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.  c) Establish assessment committees for LSP/DSPS and Deaf studies.	B.1.5 Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	Ongoing  Ongoing  Ongoing	Assessment Coordinator English/Math/ESL Faculty BS Coordinator  DSPS/Deaf Studies & Assessment faculty
	a) Review and assess the most recent program reviews and course outlines for English and Math.  b) Review CTE courses for integration of developmental ed. content.  c) 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	English, Math, ESL departments  Deans/CTE Director  Deans, VP of Instruction
	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

	<p>a) Continue to gather Basic Skills data on a regular basis.</p> <p>b) Begin to gather data on success rates of ESL &amp; Deaf students who continue through to regular English sequence (e.g. analyze transcripts of random sample of students).</p>	<p>B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.</p>	<p>Ongoing</p>	<p>Researcher Deans BSI Coordinator ESL &amp; Deaf department faculty</p>
	<p>a) Assign 3-4 Basic Skills courses to each counselor for 2-3 classroom visits per semester with mandatory counselor contact &amp; early alert referrals.</p> <p>b) Develop system to track students who participate in counselor-visit classes.</p>	<p>B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.</p>	<p>Ongoing</p> <p>Spring 2010</p>	<p>Counseling department, Faculty, and Basic Skills Team</p>
	<p>a) Conduct Student Services informational fairs.</p> <p>b) Continue to integrate PD classes with learning communities.</p>	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Deans of Counseling, English, Math, Basic Skills Course Coordinators</p>
	<p>Counselors actively participate in all Basic Skills staff development activities.</p>	<p>B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p>	<p>Ongoing</p>	<p>Counseling Committee Member</p> <p>Staff Dev. Coordinator, Dean of Counseling</p>

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Signature, Chief Executive Officer

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## 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: 2009-2010**

**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)
	<p>a) Reading, writing, math, ESL, counseling, and LSP/Deaf studies faculty participate in conferences and other locally organized professional development activities to enhance curriculum planning and development.</p> <p>b) Create a needs assessment for faculty to determine which faculty and staff are interested in Basic Skills and their training needs.</p>	<p>C.1 Administrator support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p> <p>C.1 Administrator support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p> <p>C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.</p>	Ongoing	<p>Deans, BS Team</p> <p>Basic Skills Team &amp; Researcher</p>



	Develop a menu of staff development activities specific to Basic Skills staff development to include but not limited to Reading Apprenticeship	C.2.2 Developmental education staff development activities address both educational theory and practice.	Ongoing	BS Coordinator Basic Skills Team Staff Dev Coordinator
	Analyze surveys for future decisions.	C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	Ongoing	BS 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 are provided staff development activities that assist them in transitioning into the community college academic environment.	Ongoing	BS Coordinator Basic Skills Team
	Basic Skills Initiative funding is earmarked for Basic Skills staff development in addition to the regular staff development funds.  Develop a process for the request for expenditure of Basic Skills funds.  Continue to follow request process for expenditure of Basic Skills 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  Completed  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	Ongoing	BS Coordinator Staff Development Coordinator Deans LC Coordinator

	<p>a) Explore the expansion of Instructional Skills Workshops focused on Basic Skills and classroom assessment techniques</p> <p>b) Create a library of resources on development education</p>	<p>C.4.3 Reflective Teaching</p> <p>C.4.4 Scholarship of Teaching &amp; Learning</p> <p>C.4.5 Classroom Assessment Techniques</p> <p>C.4.6 Great Teacher Seminars</p> <p>C.4.7 Academic Alliances (e.g., K-16 Inter-Segmental Partnerships)</p>	<p>Completed</p> <p>Ongoing</p>	<p>Faculty</p> <p>BS Coordinator</p> <p>ISW Committee</p>
	<p>Foster the learning college model by providing opportunities for faculty to engage in cross discipline interchange, thereby improving teaching and learning institutionally.</p>	<p>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.”</p>	<p>Ongoing</p>	<p>Basic Skills faculty</p> <p>and Cross-discipline faculty</p> <p>LC Coordinator</p>
	<p>Implement institution-wide to develop extrinsic rewards for faculty willing to be involved in Basic Skills learning/teaching collaborations.</p>	<p>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).</p>		<p>VP of Instruction,</p> <p>Division Deans,</p> <p>UFO, Faculty Senate,</p> <p>College President,</p> <p>Basic Skills Team</p>

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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**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: 2009-2010**

**District:** Ohlone Community College District

**College:** Ohlone College

<b>Section D</b>	<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
	<p>a) Provide Basic Skills students with constant feedback from instructors. Monitor grades through a variety of online methods.</p> <p>b) Enhance study skills instruction and integrate into regular classroom lessons.</p> <p>c) Create workshops / field trips experiences for Basic Skills students to develop wider awareness / appreciation for future educational opportunities.</p>	<p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Basic Skills Team and Faculty</p>



	<p>a) Explore the incorporation of the Multi-User Virtual Environment (MUVE) such as Second Life language learning activities into ESL course outlines</p> <p>b) Explore MUVE usage for ESL distance learning.</p>	<p>D. 2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p>	<p>Completed</p> <p>Completed</p>	<p>ESL Course Coordinators</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>	<p>D. 4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.</p>	<p>Ongoing</p>	<p>Basic Skills Faculty</p>
	<p>a) Develop more learning communities that integrate Basic Skills reading/writing courses and transfer-level content-area courses. Explore topics from various perspectives by using the diversity within the student population in class. Draw on issues faced by developmental students within the college and in the community.</p> <p>b) Train teachers to work with interpreters and deaf &amp; LSP students and to increase use of adaptive technology.</p> <p>c) Encourage Basic Skills instructors to use small-group approach in the classrooms.</p>	<p>D. 4.2 Developmental instruction Communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.</p>	<p>Ongoing</p>	<p>LC Coordinator Adaptive Learning Center Staff Basic Skills Faculty Course Coordinators Deaf Center Coordinator Lab Coordinators</p>

	d) Expand tutoring program to all Basic Skills courses.		Ongoing	
	<p>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).</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>d) Develop a Pre-Algebra course to improve the success rate of students entering Algebra I</p>	D. 5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	<p>Spring 2010</p> <p>Completed</p> <p>Fall 2010</p> <p>Fall 2010</p>	<p>Deans English faculty BS Coordinator Counseling Dept.</p> <p>BS Team</p> <p>Deans BS Coordinator Math Course Coordinators Counseling Dept</p> <p>Deans BS Coordinator Math Course Coordinators Counseling Dept</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

	<p>a) Remodel learning space to support a variety of teaching techniques specifically designed to foster Basic Skills student success</p> <p>b) Use the interactive features of online course management tools for independent and collaborative learning.</p>	<p>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).</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Basic Skills Team</p>
	<p>Educate administrators, staff, and non-Basic Skills faculty about the Basic Skills program and how to support these students.</p>	<p>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.</p>	<p>Ongoing</p>	<p>BS Coordinator Deans Counseling Coordinator BS Team</p>
	<p>Review and revise developmental course outlines to align with the SLOs of the degree applicable and transfer-level courses.</p>	<p>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.</p>	<p>Ongoing</p>	<p>BS Coordinator Faculty SLOs Committee</p>
	<p>Encourage more streamlined and integrated services for Math, English, and ESL in Hyman Hall and at the Newark Campus tutoring center.</p>	<p>D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation</p>	<p>Ongoing</p>	<p>Basic Skills Team BS Coordinator Deans</p>
	<p>Utilize early Alert systems for all Basic Skills students.</p>	<p>D.10.4 A formal referral system exists between academic and student support services.</p>	<p>Ongoing</p>	<p>Counseling dept.</p>

	Continue to fund and enhance the training of tutors.	D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline	Ongoing	Deans ELC & Math Lab Coordinators
	Further develop Hyman Hall, Newark and Deaf Studies learning centers by enhancing existing programs and adding new small-group 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

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Signature, Chief Executive Officer

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