

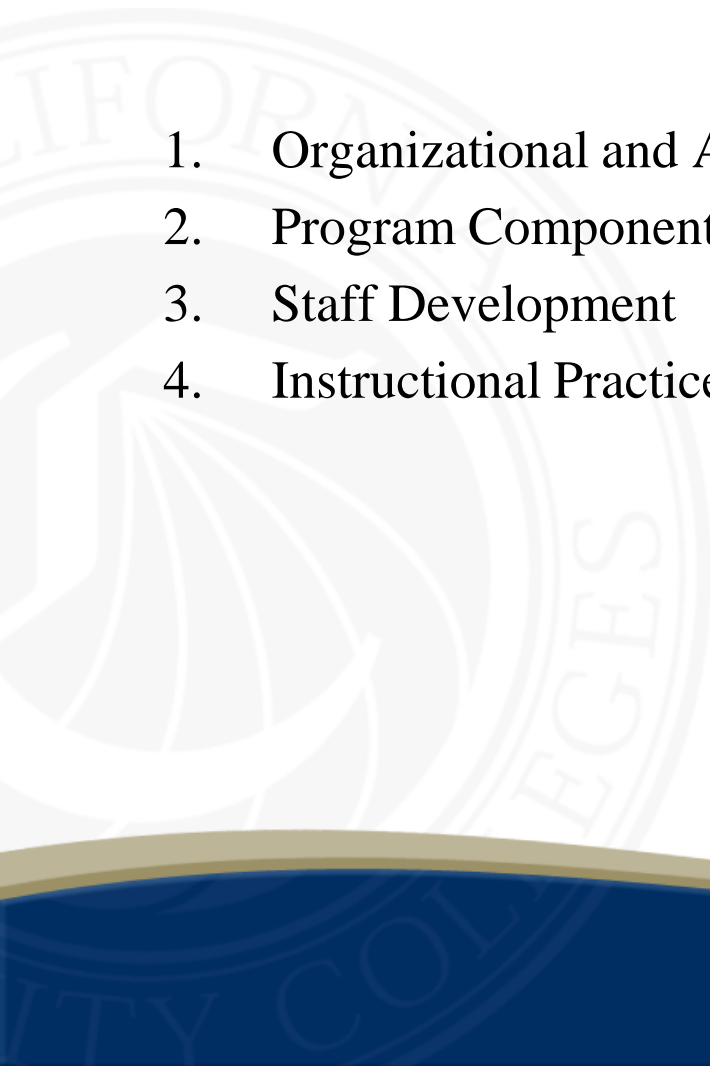
Board Of Governors


January 13, 2009

Basic Skills Initiative: 2007-08 Action Plans

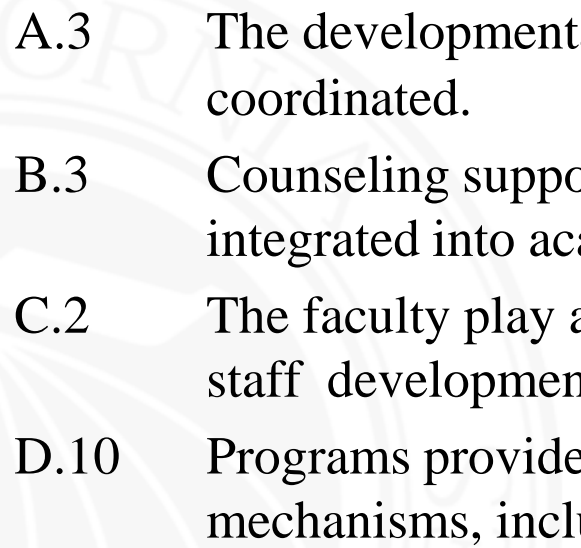
Carole Bogue-Feinour, Vice Chancellor, Academic Affairs,
System Office

Mark Wade Lieu, President, Academic Senate,
Ohlone College

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1. Organizational and Administrative Practices
 2. Program Components
 3. Staff Development
 4. Instructional Practices

The background features a large, faint watermark of the California Community Colleges System Office logo. The logo is circular and contains a stylized torch with rays emanating from it. The words "CALIFORNIA" and "COLLEGES" are visible in the upper and lower portions of the circular seal, respectively. The text "CALIFORNIA COMMUNITY COLLEGES SYSTEM OFFICE" is printed in a smaller font at the bottom of the page.

In each of the four categories, one of the effective practices was included in over 80 Action Plans.

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- A.3 The developmental education program is centralized or highly coordinated.
 - B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs.
 - C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills.
 - D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Category A

- Establishing/reaffirming developmental education as a priority
- Beginning to centralize or highly coordinate developmental education and focusing on student enrollment in coursework as early as possible
- Integrating instruction and support services

Category B

1. Considering various aspects of the effective practice that calls for mandatory orientation, assessment, and placement
2. Studying relationship between assessment and student success and conducting research focused on developmental education

Category C

- Supporting faculty and staff in professional development activities

Category D

- Implementing wide range of instructional practices based on sound learning theory

Examples: basic skills across the curriculum
learning communities/contextualized learning
well planned sequence of courses
student progress tracking
additional tutorial assistance

The Statewide BSI Professional Development Grant: 12/07-12/08

Provided extensive training, building on prior year's workshops & literature review

- Specific data about students with basic skills needs
- Colleges' local data: basic skills success; student equity plans
- Time and assistance with completing Action Plans
- Effective practices, exemplary programs and strategies (showcased)

What topics did the statewide project workshops address?

- Curriculum Design and Alignment Across Disciplines
- Integration of Instruction with Student Services
- Teaching Strategies and Methods of Instructional Delivery Using Technology

What else was included in the Statewide Grant 12/07-12/08?

Three additional literature reviews

- High school transition to post secondary education
- Adult education transition to college
- Diversity

Working through ICAS to update mathematics competency statements for entering freshmen

We are focusing on Assessment/Outcomes Processes

- Developing model basic skills learning outcomes
- Creating rubrics for various levels of basic skills courses
- Identifying assessment tools

How are we measuring the BSI Outcomes?

- Annual ARCC Report:
 - Success rates in basic skills courses
 - ESL & Basic Skills Improvement Rate – progress to higher level basic skills or degree applicable or transfer level course in same discipline

How are we measuring the BSI Outcomes?

- Accountability framework for annual evaluation of ESL & Basic Skills
 - Number/demographics of students served
 - Number of basic skills sections and FTES
 - Assessment/placement in basic skills courses
 - Student Progress: tracking student success through basic skills, completion of degree-applicable or transfer-level courses in math/English/ESL, certificate/degree completion, transfer to four-year institution or entrance into the workforce



Thank You!