San Bernardino Valley College

Campus-Wide
Basic Skills Assessment

Conducted by the Basic Skills Ad-Hoc Committee of the Academic Senate

Spring 2008
Basic Skills Assessment:
Campus Wide Assessment Process

The document, **Basic Skills as a Foundation for Student Success in California Community Colleges**, was distributed electronically to the campus in May 2007 by the president of the college. Hard copies were distributed to those who requested them. The campus was asked to read the effective practices and begin to evaluate if those practices and strategies occur on campus.

On August 17, 2007, the Academic Senate President addressed the campus during the in-service activities and presented some of the data regarding basic skills retention, success, persistence, and assessment. Specific information was included about the disproportionate impact on persons of color.

On September 5, 2007, the Academic Senate hosted a campus-wide forum to discuss the four sections of literature-supported effective practices: Organizational and Administrative Practices, Program Components, Staff Development, and Instructional Practices. Data regarding student performance was distributed. Initial results and feedback were summarized and distributed to the campus electronically.

On November 14, 2007, January 11 and January 23, 2008, focused, campus-wide meetings were hosted to assess each effective practice. More than one campus-wide email was distributed to announce each meeting with related documents attached for review. In addition, targeted emails were sent to solicit participation from members of the campus who may have specific knowledge about the topics of discussion, for example, faculty in reading, writing, mathematics, ESL and counseling programs. Participants were asked to review the effective practice and assess
   o If the practice currently occurs on campus and identify where
   o How the campus could improve or implement the effective practice
   o The resources needed to implement the proposed improvement
   o Target dates for implementation and
   o Who should be responsible for the implementation of the suggested improvement.
These meetings were specifically designed to gather as much feedback from as many campus members as possible. The effective practices under consideration were divided between five and seven facilitators with handouts created for each facilitator. Timed rotations for the two and a half hour meeting were used to allow participants to respond to each effective practice under consideration. Between 40 and 50 participants were in attendance for each meeting. Results were distributed to the campus by email.

In February, the Academic Senate ad-hoc committee on Basic Skills reviewed the feedback gathered. Common themes and ideas were identified and incorporated into the SBVC strategic planning objectives.

In March, the Academic Senate ad-hoc committee documented the themes and ideas identified by the campus, constructed a report for the President, and presented the results of the process to the campus on March 26, 2008 in preparation for the April presentation to the SBCCD Board of Trustees.

Basic Skills Assessment:
What San Bernardino Valley College Does Well

Although the campus dialogue that occurred in an effort to respond to the state's Basic Skills Initiative was focused on discovering ways to enhance our efforts in positively effecting students identified in that population, what we also discovered is that we have been moving in that direction for some time. Through a collegial dialogue that involved students, staff, faculty, and administrators, the campus evaluated its own contributions to this effort and, in so doing, identified areas that it would strengthen and areas where we are already meeting the needs of the basic skills students. Our student-centered philosophy and our collaborative efforts to strengthen the college's learning environment is evidenced in many areas.

Organizational and Administrative Practices

In the area of organizational and administrative practices, instructional programs have been strengthened.   Math and English added basic skills sections in Fall '07 in order to meet the demand and increase access. SLOs have been developed to measure the critical thinking skills of students in basic skills courses. Faculty members in the basic skills disciplines have increased pedagogical discussions surrounding basic skills. Support services to students have been continued, and some new ones established, despite limited financial resources. The Writing Center, Tutoring Center, Reading Lab, Technical Learning Center, and Math and Science Success Center have been, and will continue, to address the needs of all students, especially the basic skills students. Access has been addressed through the coordination of a Tutorial Newsletter that is distributed each semester and directs students to support services. Institutionalization of a basic skills "mission statement" has begun. Dialogue is underway to provide vocational ESL courses as well as other non-credit offerings to meet the needs of our basic skills community of learners.

Program Components

Orientation, assessment, and the correct placement of students is a priority. Access to these services occurs throughout the year. And students in special/categorical

programs (CalWorks, EOPS, STAR, etc.) undergo program-related orientation including orientation on SBVC and strategies for success. Online orientation is being developed to increase access. And orientation for special or categorical programs is mandatory. A system is also in place for the enforcement of prerequisites/co-requisites to further the correct placement of students. The college is conscientious about evaluating its existing programs. Rigorous college-wide program evaluation occurs regularly through the Program Review process. The effectiveness of special or categorical programs is reviewed/audited regularly by the State or external agencies. Counseling support is integrated into the instructional programs in some areas. Counseling and a host of counseling related services are available, with special emphasis placed on meeting the needs, adjustments, and empowerment of students in basic skills. Special populations, such as athletes, and those served by Puente, EOPS, and CalWorks, are provided with intensive counseling services. Liaison counselors have continuous contact/communication with the faculty in their disciplines. Counselors provide on-campus orientation and facilitate student success workshops. Education plans detail basic skills and other required courses needed for students to achieve their goals. And Student Development courses are being developed to offer students in developmental courses opportunities to learn educational, career, and life planning skills. Finally, financial aid opportunities have been extensively publicized both on campus and off. Workshops and assistance on application filing in a designated student-friendly laboratory have been implemented, and tutorial modules/services for students who will take the Ability to Benefit Test are being developed.

Staff Development

Opportunities for staff development and changes in existing processes have been identified and linked to the needs of our basic skills students. The Mathematics hiring model for instructors now includes demonstrations in both basic skills and the higher level teaching techniques. Mentoring takes place within departments to assist incoming instructors in meeting the specific needs of our students. Workshops are offered to faculty across the disciplines on learning styles/strategies. Collaboration between departments is taking place to identify communities of basic skills learners across the disciplines and to identify ways of meeting their needs within those disciplines. Departments are creating structured opportunities for full-time and part-time faculty to meet and discuss pedagogical concerns, such as the English Department's Spring Symposium and the ESL Colloquium. The annual Great Teachers Seminar provides opportunities for dialogue and the sharing of best practices. Classroom assessment techniques are being enlisted in many classrooms.

Instructional Practices

Successful instructional strategies have always been a concern for the faculty at SBVC. Instructors are culturally responsive to the basic skills students as evidenced in the chosen textbooks. Across the disciplines faculty members are choosing teaching strategies that engage students in their learning and develop learning communities within the classroom. The Mathematics Department has developed "modules" for

students in basic skills courses, which improved the student success rate as shown through data. The Puente and Tumaini Programs offer a model for the "holistic" approach to student success and development. CAHSEE, Middle College, and Early Alert are implemented and successful in helping to bring students up to college-level courses. Instructors are directing students to the support services when they see students struggling and working with the support services to create a strong link to the classroom.

Basic Skills Assessment:
How San Bernardino Valley College Can Improve

These are results of the campus dialog regarding the implementation of the literature-based, peer-reviewed, effective practices identified by the state in basic skills. The following approaches to positively impact basic skills acquisition are recommended for inclusion into the SBVC Strategic Plan and, as such, are listed by strategic initiative. A more detailed list of action is found in the responses collected from the institution and is found in the appendix.

Access
San Bernardino Valley College is committed to providing opportunities for acquiring educational and support services.

Instructional Availability
- o Student access to the classes in which they have assessed
  - o More sections of basic skills classes (math, reading, ESL, English)
  - o Availability of more short-term sections of basic skills classes
  - o More summer sections of basic skills classes
  - o Investigate modularized curriculum as a means of instruction for basic skills curriculum.
- o Implementation
  - o more faculty must be identified to teach basic skills course
  - o programs need to investigate modularization possibilities

Financial Aid Resources
- o Student access to financial aid
  - o Workshops and applications available online
  - o Financial aid resources available in orientation sessions
  - o Student ambassadors recruited to visit classes to promote financial aid resources and help students complete the forms
- o Implementation
  - o Develop workshops and financial aid application for online delivery
  - o Incorporate financial aid resource information as part of orientation sessions

- o   Involve student programs and organizations as student ambassadors

Student Services Availability
- o   Student access through orientation
    - o   Orientation sessions are encouraged/required
    - o   Training in the use of campus email accounts
    - o   'Emotional assessment' for demands of college work and strategies to deal with attitudes of frustration
- o   Implementation
    - o   Develop process to encourage student orientation attendance
    - o   Incorporate e-mail training into orientation training
    - o   Develop process to assess student attitudes toward college experiences

Support Services
- o   Expansion of support services facilities
    - o   Facility accommodations for workshops and tutorial services
- o   Implementation
    - o   Create and expand facilities
    - o   Design better utilization of current space

Campus Culture and Climate

San Bernardino Valley College is committed to a safe, welcoming, culturally rich learning-centered environment.

Campus Community Involvement
- o   Foster a positive attitude toward the basic skills community
    - o   Educational mission statement devoted to our basic skills commitment
    - o   Change in ESL nomenclature to more applicable courses
- o   Implementation
    - o   Enlist in campus-wide dialogue to establish mission statement parameters
    - o   Identify community need and work with the Non-Credit Ad-Hoc Senate Committee to develop suitable courses

Faculty Involvement
- o   Foster the atmosphere amongst the faculty that basic skills instruction is an integral part of the campus community
    - o   Smaller class sizes for basic skills courses
    - o   Adjunct faculty involvement in the planning and teaching of basic skills courses

- o Rotation of the teaching of basic skills courses amongst the faculty members in the departments
- o Professional Development space for faculty across the curriculum to dialogue about pedagogical issues
- o Orientations specifically for students in the basic skills
- o Personal/crisis counseling
- o Implementation
  - o Enter into a collegial dialogue to establish a reduction in class size for basic skills courses
  - o Identify Professional Development "space" to foster both formal and informal dialog. Develop workshops, seminars, open forums for faculty, part-time and full-time, and from across the disciplines to dialogue
  - o Rotate the teaching of the basic skills courses amongst the faculty members in the departments
  - o Create an orientation format that addresses the needs of the basic skills students
  - o Establish a process for students to be referred to personal/crisis counselors

Student Involvement

- o Integrate the basic skills students more actively into the campus environment
  - o Mentors for basic skills students Implementation
  - o Service learning components for students who have completed the basic skills requirements
  - o Link between the Associated Students and Student Activities to promote faculty/student interaction in social settings
- o Implementation
  - o Develop process for the identification and training of mentors
  - o Develop process for engaging students in service learning
  - o Coordinate dialogue between the Associated Students and Student Activities and faculty to establish connections outside of the classroom

Institutional Effectiveness and Resource Management

San Bernardino Valley College is committed to standards of accountability, continuous improvement, and conscientious resource management.

Professional Development
- o Professional development activities tailored to help faculty and staff meet the needs of basic skills students
  - o Standardization of course outcomes in basic skills classes across various sections
  - o Faculty mentoring
  - o Break down cultural stereotypes
- o Implementation

- o Basic skills handbook for all faculty and staff
- o Professional development room to promote dialog, answer FAQ
- o Faculty and staff brown bag discussions to share information about how to connect with students
- o Training across the curriculum for developmental education strategies
- o Training within Basic Skills disciplines for developmental education strategies

Assessment and Orientation Processes
- o Mandatory assessment and orientation for students enrolled in or completing 12 or more units
  - o Incentives for students who enroll in assessed courses, perhaps a lottery for basic skills text book
  - o Change 3-year validity to 1-year for re-assessment
  - o Increase offerings of the test including more dates, times, and locations
  - o Create handbook for students to prepare for assessment tests
- o Implementation
  - o Portable assessment tests with results timely enough to facilitate same-day orientation
  - o Comprehensive review of orientation curriculum
  - o Increased number of counselors to facilitate orientation
  - o Increased number of staff to administer test
  - o Registration block with possible counselor override system

Writing, Reading, and Computation Across the Curriculum
- o Student advisement of writing, reading, and computational expectations in classes
  - o Dialog among all faculty regarding expectations and standards for writing, reading, and computational assignments across disciplines
  - o Training for all faculty for evaluation of student work
  - o Evaluation of appropriate prerequisites and advisories
- o Implementation
  - o Workshops and professional development regarding the evaluation of reading, writing, and computational assignments
  - o Programmatic evaluation of expectations of students' skills

Partnerships

San Bernardino Valley College is committed to community involvement and dialog.

Partnerships Between Developmental Education Programs
- o Coordinate communication between Basic Skills providers
  - o Coordinate programmatic/division goals
  - o Share strategies and information
- o Implementation
  - o Joint departmental meetings

- o Create/Revive a Basic Skills Committee as
  - Subcommittee of Matriculation committee or
  - Standing campus committee or
  - Academic Senate standing committee

Partnerships Between Programs
- o Learning Communities and Bridge Programs
  - o Coordinated learning
  - o Preparatory summer bridge programs
  - o Coordination of tutoring services
  - o Implementation of intrusive counseling techniques
- o Implementation
  - o 12-unit scheduled blocks of math, reading, English, ACAD/SDEV to permit full-time status for students
  - o Special sections of some Basic Skills classes (Math 952, Engl 914, Read 950) that focus on career and technical education students and allow students to progress in the sequence toward degree completion
  - o More sections attached to specific populations including a counseling component
  - o Summer bridge programs to prepare students for college level work
  - o Study halls with tutorial services for general and specific populations
  - o Work experience or internship programs for tutors and facilitators
  - o Increase counselor visitation time in classrooms

External Partnerships
- o Coordinate with adult school
  - o Seamless transition from adult school to San Bernardino Valley College
  - o Capture enrollment overflow from adult school
- o Implementation
  - o Programmatic alignment of curriculum
  - o Advertising and cooperative enrollment strategies

Student Success

San Bernardino Valley College is committed to helping students succeed in their educational and career goals.

Institutional Support
- o Organizational processes
  - o Structured referral system for student support services
  - o Smaller class sizes for basic skills classes to increase the faculty:student ratio
- o Implementation
  - o Re-design campus website making it more user friendly

- o Create a 1-800 referral number with live support and/or pre-recorded message
- o Re-design schedule of classes making resources information user friendly for students at all reading levels
- o Hire more faculty to teach basic skills courses

<u>Student Services</u>
- o Advisement
  - o Counsel regarding minimum reading, writing, and composition prerequisites, requirements, and expectations
- o Implementation
  - o Student services staff informs students about prerequisites and requirements when making student contact
  - o Develop visually pleasing fliers explaining importance of taking basic skills courses at beginning of education career
  - o Explain importance and function of prerequisites and requirements during orientation sessions

<u>Support Services</u>
- o Tutoring
  - o Hire and train Reading Lab tutors to provide support to the entire student population of the campus
  - o Expand Math and Science learning center to fully implement Senate recommendations from 2005
  - o Increase hours to include weekends for tutoring services
  - o Evaluate tutor training program to include dynamic, interactive learning experiences for tutors and future tutees
- o Implementation
  - o Provide more funding for all tutoring services
  - o Hire adjunct faculty and staff to work in tutoring centers
  - o Schedule staff to meet student needs during peak hours
  - o Encourage students to become tutors through campus wide recruitment efforts
  - o Create recognition award for student tutors
  - o Develop internship programs with CSU and UC recruiting graduate students in teacher credential programs, mathematics and English departments
  - o Examine effective strategies of tutoring centers at similar community college campuses
  - o Create an evaluation form for students using all tutoring services

- o Library
  - o Include all Basic Skills textbooks for check out
- o Implementation
  - o Contact publishers to donate textbooks for reserve section of library

- o Create campus wide marketing efforts for students to donate textbooks at end of semester
- o Encourage faculty to make textbooks available in library

Instruction Support
- o Faculty
  - o Tutoring information part of syllabi
  - o Increase faculty assistance in study hall and tutoring facilities across campus
  - o Faculty involvement in basic skills workshops
  - o Include tutors in basic skills classes during instruction
  - o Encourage above average students to become tutors
- o Implementation
  - o Encourage faculty to include tutoring services in syllabi
  - o Encourage faculty to maintain more office hours and flex time tutoring
  - o Divisions to encourage faculty to develop and facilitate basic skills workshops
  - o Create recognition award for faculty commitment to basic skills such as tutoring or development of workshops and other non-contracted activities
  - o Faculty may offer extra credit points to students in transfer level mathematics and composition classes and include them in basic skills classes as in-class tutors
  - o Faculty to motivate above average students to become tutors through voluntary informal mentorship programs

- o Curriculum
  - o Non-Credit study skills courses
  - o ESL classes through Academic Advisement
  - o Connect First Year Experience program to vocational courses and ESL
  - o Build cohort groups bridging summer programs and/or courses to fall courses
- o Implementation
  - o Instructional support for faculty to create non-credit curriculum through workshops facilitated by content review committee
  - o Create/re-design an integrated, 3-unit, Strategies for College Success program that incorporates and expands upon elements of ACAD100 and SDEV010
    - ▪ Perhaps a team-taught course with a traditional instructor and a counselor as the instructors of record

Technology

San Bernardino Valley College is committed to an educational environment which utilizes state-of-the-art technology.

Classroom

- o Online and technologically enhanced courses for basic skills classes where appropriate including modularization of curriculum
  - o Classroom technology—equipment, supplies, etc.
- o Implementation
  - o Coordinate dialogue between basic skills faculty
  - o Establish ongoing budget for classroom equipment and supplies

Support Services

- o Visuals/DVD/Computer-Aided instructional materials
- o Implementation
  - o Establish ongoing budget for support materials

Basic Skills Data from the Student Equity Report – 2005

Ethnicity/Race	Total Number	Success Rate
African American	1311	47%
Asian	325	70%
Filipino	60	68%
Latino/Hispanic	2281	60%
Native American	59	68%
Other	46	50%
White	695	65%
Unknown	99	65%

- o Fall-to-Fall Persistence is 44%, on average, for the college.

- o For African Americans this rate is 40%.

2003-2004 data from Student Equity Report.

Disability Status	Total Number	Success Rate
DSPS	475	54%
Non-DSPS	4401	59%

Gender	Total Number	Success Rate
Female	3157	59%
Male	1571	56%
Unknown	148	64%

Assessment Placement from May-July 2007 from Matriculation Report

MATH Level	Number	% of Total Assessments
Math942 (Arithmetic)	208	14%
Math952 (Pre-Algebra)	445	29%
Math090 (Elem. Algebra)	423	28%
Math095 (Graduation Req.)	275	18%
College Level	*167*	*11%*
Total Math Assessment	1518	100%
ENGLISH Level	**Number**	**% of Total Assessments**
Below Engl914	385	25%
Engl914 (Basic Writing)	639	42%
Engl015 (Prep. for College)	466	31%
Engl101 (Graduation Req.)	*35*	*2%*
Total English Assessment	1515	100%
READING Level	**Number**	**% of Total Assessments**
Read910	46	3%
Read920	243	16%
Read950 (6-8th grade level)	456	30%
Read015 (Prep. for College)	471	31%
Read100 (College Reading)	*305*	*20%*
Total Reading Assessment	1521	100%

- 80% of students state-wide assess into at least one developmental class. Our numbers are more than that.

- Less than 10% of students who need remedial education and don't get it survive college.

How to Get from Entry Level to the Graduation/Transfer Requirement

Read 910 → Read 920 → Read 950 → Engl 914 → Engl 015 → **Engl 101**
1 section   2 sections   4 sections   25 sections   37 sections   29 sections
0% FT   0% FT   100% FT   52% FT   57% FT   72% FT

Math 942 → Math 952 → Math 090 → **Math 095** → Math 102 or 115
11 sections   20 sections   29 sections   21 sections   15 sections
36% FT   45% FT   62% FT   71% FT   53%

Breakdown of Section Offerings in Fall 2007 and Coverage

	English	Math	Reading
Total Sections	110	110	14
# FT Faculty	17	15	3
# covered by FT	73	66	11

% covered by FT	66%	60%	79%	
Entry Level	25	31	7	Engl914
# covered by FT	13	13	4	Math942, 952
% covered by FT	52%	42%	57%	Read910, 920, 950
College Level	48	29	2	
# covered by FT	37	20	2	
% covered by FT	77%	69%	100%	

Student Performance Comparison in Transfer Level Classes by Skill Level Spring 2007

	Retention Rate	Pass Rate
English 015 or 101	82%	75%
Assessed below English 015 and did not successfully complete English 015 or higher	74%	57%
Math 090 or higher	83%	76%
Assessed below Math 090 and did not successfully complete Math 090 or higher	73%	58%
Overall (Total Student Population)	80%	61%

For the English comparison, courses compared were: PSYCH100, BIOL100, HIST101, CIT101, POLIT100, CHEM101, GEOG110, MATH095, SPAN101, SPEECH100, CD100, MACH120B, HEALTH101, RM101, REFRIG101, SOC100, WST140.
For the Math comparison, courses compared were: GEOG110, BIOL100, CIT101, PSYCH105, ACCT200, MACH120B, RM101, REFRIG101, WST140.

Grades for Critical thinking Courses	Math-090 or more	less than Math-090
A	26.61324336	16.85448
B	32.64445382	27.53552
C	15.64740616	17.05047
D	3.036693378	3.184713
F	4.555040067	8.427242
I	16.36440321	25.13474

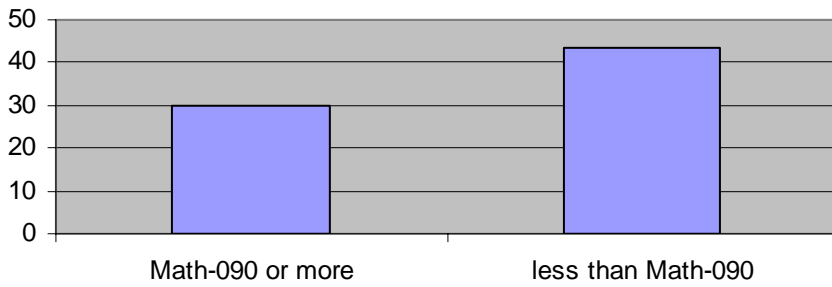| Dropped before census	
Math-090 or more	30%
lessthanMath-090	44%

Success Rate	
Math-090 or more	75%
lessthanMath-090	55%

Critical Thinking (Eng-102, Read-102, Phil-102)
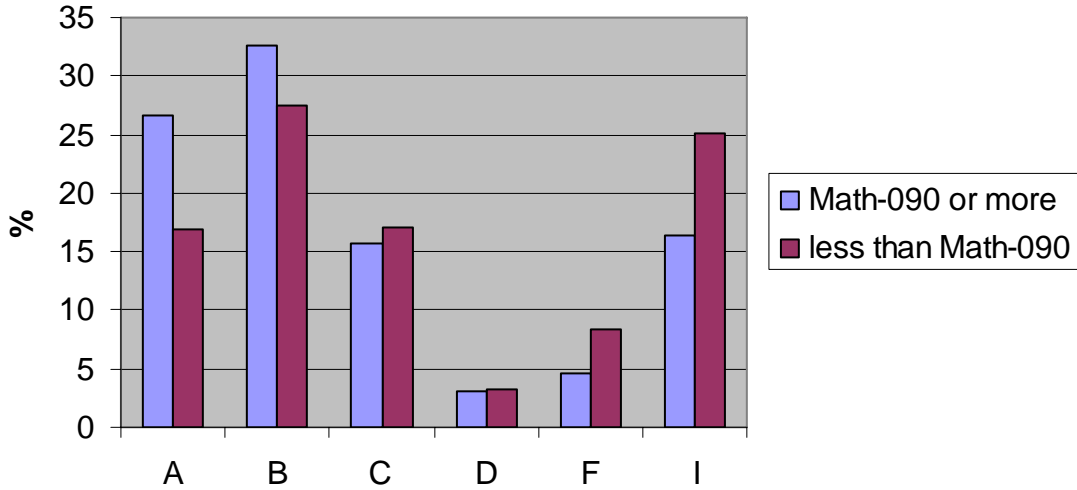
Percentage of student who dropped before census

A1 Developmental Education is a Clearly Stated Institutional Priority

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)

A1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent and clear.	Strategic Initiatives of the mission statement.	Incorporate access issues to basic skills classes as a specific activity for improvement and benchmark through 2009. Incorporate strategic initiatives in faculty handbook.	None to incorporate a statement into the strategic initiatives. (Perhaps some cost to implement the initiative.) Printing Cost	Fall 2007 2008-2009 Academic Year
A1.2 Institutional leadership demonstrates a commitment to developmental education.	There is a commitment on the part of the Academic Senate and senior administrators to conduct the basic skills assessment.	Ensure developmental ed. is adequately funded and supplied. Act on research to ensure adequate section offerings. Active participation by administrators in basic skills support activities.	Support divisional requests for supplies and staff. Assist in the identification of qualified faculty.	Fall 2008
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A1.3 Developmental educators are systemically included in broader college planning activities.	Matriculation committee includes faculty chairs of English, Reading and Math. Committee selection occurs by division faculty recommendation.			
A1.4 Developmental education is adequately funded and staffed.	Math and English added basic skills sections as needed to meet demand in fall 07.	Developmental Education classes are the first to fill and difficult for students to enroll.	We need to hire more full-time faculty with a passion for teaching at the basic skills level.	

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
		Investigate late start options	We need to develop partnerships with Reading Cert. programs to recruit more read. Instructors. CSU Fullerton, UC Riverside, local K-12 faculty.	Fall 2008
		Offer more classes in the summer, particularly cited were Engl914 (10week format?) and all levels of Read.		Summer 2008
				Immediately
		Read950 had 460 students assess as needing this class in May, June, July 2007, but we only offered 4 sections (112 spaces)	This needs to happen for ESL faculty identification, also.	
A1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.		Currently we are developing some Vocational ESL courses		

A2 *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.*

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A2.1 A detailed statement of the mission for	Does not currently occur explicitly	Write a mission statement for developmental	Time	February 1, 2008

developmental education is clearly articulated.		education		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals and objectives.	Does not currently exist	Articulate the philosophy, goals and objectives of the campus with regard to developmental education.	Time	March 1, 2008
A2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	SLOs measure critical thinking at all levels of content offerings. Content review requires critical thinking examples from classes.	Annual Review of Mission by Academic Senate and College Council	None	Every October beginning in 2009
A2.4 Developmental education goals and objectives are clearly communicated across the		Communication of goals should be public and to all sectors of the campus.	None	Every October beginning in 2009

institution.				

A3 *The developmental education program is centralized or highly coordinated.*

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	The campus decided that discipline specific content should be taught in the same department regardless of the level.	Ensure regular communication across departments Ensure that all sectors of the college are well-represented during meetings and in task force or ad hoc committees Revive/Reorganize/ Renew Basic Skills Committee Monitor effectiveness of decentralized structure through outcomes research		On-going
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are		Use SLO's to see students' progress in basic skills and their academic preparedness for the AA and/or	We have funding to hire a basic-skills, non-credit coordinator with the CAHSEE grant.	Hire faculty in Spring 2008

clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).		transfer programs		
A3.3 A designated budget allocation exists for developmental education.	Currently, there is a line-item in the instruction office for one-time monies from the Basic Skills Initiative. There is also Matriculation funding from the state. Otherwise, there are divisional and departmental budgets for the disciplines of Reading, English and Math.	Raise awareness and disseminate information on the current dearth of master's degree holders in reading due to changes in programs and emphasis at the graduate level Heighten SBVC leaders' awareness of the competition posed by K-12 system which offers higher salary for reading technicians Request for increased budget allocation for the hiring of more Reading, Math, and English instructors and specialists who possess a drive and enthusiasm for teaching at the basic skills level and for better and more equipment		

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.	Instructional/ Student Services joint meetings at the administrative level.	Involve representatives from Basic Skills and Matriculation Committees during meetings Strengthen referrals to adult school or to non-credit programs for non-readers, especially for those who assess in Read 910	Develop non-credit sequences to serve those able to benefit, but below our lowest credit course offerings	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A3.5 Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.	Discipline specific discussions occur regarding classes at the basic skills and collegiate level.	Include Basic Skills Committee representatives in meetings Implement the model used in the Math Department for all basic skills where tutors and faculty are available during times when students are tutored Establish		

| | | procedures and conduct research for continuous identification and follow-up of tutees' needs, perhaps a mentor program.

Hire a coordinator for tutors and enhance budget allocation for the hiring of more qualified tutors | | |

A4 *Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.*

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A4.1 Students are required to receive early assessment and advisement for sound educational planning.	Currently, assessment and advisement are optional; nonetheless, most students undergo the assessment and advisement process.

Some students who take six units or less may opt for exemption from Assessment. | Mandatory assessment and orientation for students enrolled in six or more units

Conduct research on the success of students exempted from assessment

Undertake a pilot project using another assessment measure and compare identified criterion variables with those of the current assessment tool

Distribute to students | Reprogramming of Math Assessment test for continuous testing. Funding for an English assessment reader to facilitate quicker assessment results.

Funding to affect the portability of the assessment tools.

Consider orientation strategies and content that may require more counselors | Summer 2008

Summer 2008 |

		descriptive/textual explanation about the assessment results and process after students complete the placement tests Include basic skills advisory on all pertinent materials given to entrants Establish priority registration for basic skills students		
A4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	On-going	Indicate on all syllabi the basic skills needed to pass college level courses Increase students' awareness of advisories on basic skills by making them sign a document upon completion of placement tests and registration of classes	Faculty orientation, professional development	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A4.3 Mechanisms/ cultures exist to alleviate potential	Mechanisms do not exist currently; however, gaps in	College-wide marketing of basic skills		On-going

marginalization or stigma associated with isolation of basic skills students.	skills and knowledge are reframed appropriately by counselors to motivate students to complete basic skills courses	Conduct positive campaign across campus regarding advantages of completing basic skills		
A4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.		Look into possibility of offering non-credit basic skills as bridge into the college level basic skills courses Conduct feasibility study on allowing students to audit basic skills classes Encourage faculty commitment to teach basic skills through incentives, such as, rotational assignments and small sized classes	Time for Curriculum Development Funding for more Basic Skills faculty to affect the lower class size.	

A5 **A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.**

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	Tutoring and student support at every level in a variety of locations and formats (Writing Center, Reading Lab,	*General budget funding— consistent and adequate.* **Collaborate on resources.**		

	Supplemental Lab, Tutoring Center, Science and Math Success Center**, Star, Tech Tutoring Center, Business Div., Transfer Center and Counseling Center Workshops, Math Department**).	**Seek outside funding—grants.** **Encourage instructors to put tutoring information on syllabi.** **Place tutors in basic skills classrooms so they become familiar with the course specific material and make the link to the tutor in the tutoring services.**	Funding for more basic skills tutors/facilitators	Fall 2008
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education.	*Puente and Tumaini Programs provide a holistic approach but do not focus on the basic skills.*	*More learning communities* **Basic Skills Coordinator** **Link courses, ex: reading with discipline specific courses, technical reading or math.**	Reassign time for faculty to increase student-faculty contact outside of classroom.	
A5.3 A comprehensive learning assistance center provides support to developmental education students.	Tutoring and student support at every level in a variety of locations and formats (Writing Center, Reading Lab, Supplemental Lab, Tutoring Center, Science and Math	**Coordinate services.** **Develop internships with Cal State to recruit.** **Customer service training.**		

	Success Center). Tutorial Newsletter summarizes services available to students across campus. **Be more specific with the services in the catalog, schedule and on instructor syllabi**			
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A5.4 Peers and/or faculty provide mentoring to developmental education students.		*Encourage a "just one more" concept to faculty—expanding office hours to one more each week. Also, coordinate office hours among faculty to offer more coverage.* **Create learning communities similar to Tumaini and Puente.** **Create a "study hall" as part of faculty load.** **Develop an ACAD class specifically for students who test at the Basic Skills level.** **Tap student clubs for**	These are expensive programs due to the time required by faculty to provide enhanced services. Perhaps a stipend or reassigned time would be useful incentives?	Fall 2008

		mentors.		

A6 **Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.**

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.	Math hiring procedure requires a teaching demonstration at both the basic skills level and the major's prep. level. **Require a teaching demonstrations in the basic skills area in math, reading and English.**			
A6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	*Does not occur in many cases.* **Basic skills handbook in math for faculty.**	*Department specific training through colloquiums to ensure training in Basic Skills—flex credit or stipend for training.*		Special breakout at Spring Teaching Symposium?
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A6.3 Faculty choose to teach developmental		*Communicate to faculty the inherent rewards*		

education courses as opposed to being assigned to developmental education courses.		*of teaching basic skills students.* **Lower class sizes in English and ESL so faculty have more contact with each student.**	Funding for more faculty to compensate for lower class size	
A6.4 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.	Currently, our entry level basic skills courses are taught by a larger percentage of part-time faculty than the transfer classes in the same discipline	Discuss rotation of basic skills or coverage within disciplines		Fall 2008

A7 *Institutions manage faculty and student expectation regarding developmental education.*

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A7.1 A clearly defined and widely shared definition of "successful developmental education" exists.		A document should be written to define successful developmental education at SBVC. We should consider the language	Employee time. Chairs of the basic skills areas, representatives from different divisions, ACAD and student development faculty and the	Spring 08

		used (developmental/basic skills/pre-collegiate/…	matriculation committee should be involved.	
A7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.	Discipline specific discussion occurs in departments and programs. New Faculty Orientation includes components Math dept. has a developmental skills handbook Adjunct orientation has at times included this information	Increased awareness of all Better identification of students in "need" More conscientious effort to train adjunct faculty to assure all faculty have the same expectations.		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A7.3 Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	Faculty in the areas we call "basic skills" are well aware of responsibility.	More full-time faculty should teach basic skills courses. Bridge the gap with adjunct faculty. Enforce existing prereq's and evaluate need for additional prereq's (especially ACAD/SDEV Courses) Incorporate appropriate basic skills Education into all degree		

		and certificate programs Some depts. may choose to standardize exams in the basic skills areas to assure attainment of skills prior to moving to next levels.		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
A7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.	Basic Skills Committee??	Invite larger representation Incorporate more basic skills specific information into interview and orientation Assure appropriate communications between staff and students by making sure support services and instruction "speak the same language." Incorporate a process to determine when students need group information vs. 1/1 communication and orientation.		

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
A7.5 Faculty/staff communicate clear expectations for student behaviors/ performance in developmental courses and programs.	Syllabi statements Faculty leadership (especially at the beginning of the semester in the classroom) Faculty Handbook Catalogue			
A7.6 Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	Pertinent information is included on syllabi Acad courses and faculty Counselors steer students into acad and basic skills courses	Increased use of electronic resources (e.g. Blackboard) for dissemination of information Adjuncts must be included in the discussions and programs Enforce Acad, 900 courses, orientation for incoming students Increased face-to-face contact with counselors Bridge with free non-credit courses/programs Comprehensive student orientation		

		perhaps by group (those needing basic skills courses and those more "college ready" in separate groups?		
		Establish more cohort models		
		Bring in peer mentoring as a more prominent piece of the programs		

B1 Orientation, Assessment, And Placement Are Mandatory For All Students

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s
B1.1 Mandatory orientation exists for all new students.	Orientation is provided throughout the year but is not mandatory. Students in special programs receive additional mandatory orientations and support.	Provide all faculty, including adjuncts, summary of content of orientation, dates of orientation and assessment, differentiation between ACAD 100 and orientation, etc. Design pathways to capture data on students who avoid orientation; send letters inviting this group of students to undergo assessment and orientation upon completion of 12 units Provide incentives for early	Online orientation will be launched soon. Blackboard, Campus e-mail	On-going On-going

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s
		counseling intervention for those who have not attended orientation	DATATEL- R18 Live	
B1.2 Mandatory assessment exists for all new students.	Assessment is available throughout the academic year.	Generate positive attitudes towards assessment by giving students a brief written explanation about assessment and developmental skills when they apply for admissions		
		Identify on class rosters students assessed in developmental courses to facilitate implementation of a mechanism for concerted efforts towards instructional and professional support interventions		
		Use early alert model to monitor all students in developmental skills courses		
		Investigate changing three-year validity of placement results, so, students can retake assessment tests earlier than the current practice of three years		

		Use a different test to expedite ENGL914 and ESL placements and then move only qualified students to higher level writing assessment		
	Reading and Math results are available immediately, but results of English assessment take 3 to 4 days.	Use touch screen modality for all students taking placement tests to accommodate those who are not comfortable using computers		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s**
B1.3 Mandatory placement exists for students assessed at developmental levels.	Prerequisites are enforced.	Revive the assessment/ orientation/ placement model Promote a positive approach throughout campus to this model		
	Mandatory placement is not required.	Investigate prerequisites across the curriculum for basic skills mastery Investigate effectiveness of learning and skills acquisition of students in developmental courses	Curriculum Committee	
	Mandatory advising and counseling on placement results are not required.			

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s
B1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	Technical Division uses Reading Assessment to identify students who need special attention in classes.	Conduct intake interviews for those placed in basic skills where feasible and adopt a case management approach for appropriate referrals of services on campus Offer expanded study-skills, exam preparation, and practice/review programs before and after assessment Promote recognition of students who successfully completed developmental courses	Bridge and Categorical Programs; CAHSEE; Student Success workshops; Student Development Courses; ACAD 100 course	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s**
B1.5 Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.		Conduct predictive validity studies on cut-scores where appropriate		

B2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
B2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	Curriculum Content Review occurs regularly where entry/exit skills are reviewed.	Disseminate summary of information campus wide		
B2.2 Formative program evaluation activities occur on a regular basis.		Gather objective and qualitative feedback from those implementing new programs; integrate science and feedback into innovations Look into variables, such as, expectations from both faculty and students, perceived progress, enhancement of skills, ways learning and skills gaps get remediated, etc.		
B2.3 Summative program evaluation activities occur on a regular basis.	College-wide program evaluations occur regularly through the Program Review Efficacy process.	Disseminate results across the campus		
B2.4 Multiple indices exist to evaluate the efficacy of developmental education courses and programs.		Conduct regular evaluation of students in basic skills courses and related services to engender continuous feedback from students.		

B2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.		Organize data systematically and compile them into data bases to be made readily available campus wide		

B3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
B3.1 A proactive counseling/ advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	Counseling is available with a focus on empowering basic skills students.	Offer incentives to basic skills students enrolling in placed courses, such as lottery for book voucher, lunch tickets, etc.

Implement mentorship program

Identify students placed in special education while in high school for appropriate support, as well as, close monitoring of these students as they are mainstreamed for course completion and goal achievement

Provide brief questionnaire about specific needs and expectations when students apply for admission | SBVC Foundation;

Grant funding possibilities | |
| | Counselors provide student | | | |

	success workshops				On-going
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**	
B3.2 Counseling and instruction are integrated into the developmental education program.	Liaison counselors have continuous contact with other faculty. Counselors' visits in classes	Make first-year experience opportunities available to all students ala Puente/Tumaini. Encourage ed. plan acquisition in all classes.	ACAD 100 courses		
B3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students	A variety of Student Development courses are available to students.	Implement a continuous feedback loop and sharing of best practices Offer more summer classes in Engl 914 and Reading	Time; Electronic Media via campus mail and Blackboard		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**	
B3.4 Counseling of developmental education students occurs early in the	Counseling services are available on a drop-in basis	Use early alert modality for referrals to counseling and other support services			

semester.		Encourage behaviors that promote timeliness and promptness of ed plan acquisition, registration of classes, etc.		
		Implement priority registration in developmental courses and adopt consistent dates for registration to encourage timeliness and discourage last- minute registration		

B4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
B4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	Signage is displayed across campus about financial aid deadlines **Counselors introduce FA availability individually to students.** **FA**	Enhanced community outreach that advertises the availability of financial aid. **Make FA workshops available at time of counseling/orientation.** **Send student ambassadors to all basic skills courses to introduce students to FA opportunities.**	*Workshop presenters.*	

	opportunities are promoted through billboards, commercials, newspapers, schedule, outreach to middle and high schools. FA opportunities were made available during "Super Saturday."	Schedule of classes needs to make it clear that the BOG is only a first step to FA—there are further opportunities.	*Student ambassadors.* *Bring FA information to churches and community centers. Have staff available to assist students in filling out the forms.* *Revision in schedule.*	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Target Date(s)**
B4.2 Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.	Student friendly laboratories with tutorial modules are available to help students with financial aid applications.	*FA tutorials need to be available completely online—complete electronic transmission.* **Enlist and train student volunteers—possibly in connection with SAP—to assist students in completing the application forms.**		
B4.3 The institution actively solicits additional aid sources in support of developmental students (i.e. potential scholarship donors or textbook grants).	*Textbook scholarships.* **Book Rental program.** **"Christmas Basket" fundraiser.** **Grants have been written but not**	**Enlist the college's grant writer to seek out and apply for grants specific to the basic skills.** **Textbooks for each basic skills course should be ordered for student use in the Library.**	**Increase textbook funds for the library.**	

	received.			
B4.4 The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	**This was the most controversial topic. Although some faculty members were comfortable with the idea of small book scholarships for the successful completion of the basic skills courses, most faculty were uncomfortable with financial rewards to students to success— citing the successful completion of the courses as reward for student effort.**			

C1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat

C1.1 Department, program, and/or institutional goals related to the improvement of developmental education are established.	May not be happening	Mission Statement needs to be developed and disseminated campus wide Strong institutional commitment to assisting faculty develop the programs and skills needed to address the basic educational needs of the students – for some faculty that meant release time or a similar incentive to learn about and create the tools that would best address students' needs. Some faculty also felt a need for greater communication about assessment scores, and the needs of students (it was also suggested that Academic Senate representatives who are made aware of facts and statistics re: students at SBVC, meet more frequently with their division to communicate that information). There was also a call for a Basic Skills/SLO coordinator to pull together all the various efforts by departments and divisions – not for a Basic Skills Department, but for the coordination of and communication about all of the various basic skills efforts of the departments and divisions. This coordinator might also be responsible, working with staff in Professional Development, for the development and implementation of programs for faculty; it might also serve as a coordination site for fiscal resources.	Campus group – facilitate wide-ranging campus dialogue	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Tar Dat**
C1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.	Title V indicates specific training for reading faculty Faculty sense support in theory, but need money and/or release time.	Support for time needed for curriculum development Create opportunity and training to work with k-12 and adult schools We need a coordinator of developmental education to be trained, then to train (bring training to) campus. Need to replace PD coordinator with new full-time PD coordinator		

	There is support if faculty find opportunities off campus.	Goals need to be established by the basic skills committee Better support needs to be available for support staff (building bridges to the classroom) in terms of texts, software, etc. Discipline specific faculty should be trained in basic skills education (reading and writing in the content areas.) Increase offerings to include more areas of teaching/learning WOW for faculty and staff – they need to know where services are (writing center, tutoring, etc.)		

C2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
C2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental ed.	Professional Development committee is a representative body of the campus	Survey faculty as to useful PD activities in Dev. Ed. Faculty need training in "how to teach" esp. those coming directly from school. A suggestion was a partnership with K-12 faculty		
C2.2 Developmental education staff development activities address both educational theory and practice.		Faculty need additional training in pedagogical tools to convey complex content in ways that are most effective for inexperienced learners Some faculty need a 'reality check' on who our current students are: not only demographics but student attitudes about		

		finances, culture, economics, priorities, etc. In addition faculty need a better understanding of the critical thinking skills students have and how to transfer those skills to the critical thinking required in the classroom Faculty would like to see more curricular alignment with high schools or at least know what students are expected to have completed coming out of high school		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Tar Dat**
C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.		newer faculty be partnered with more seasoned faculty who are skilled at working with the Valley College population as the adjunct may not be as familiar with the students here as the full-time faculty. There was also some discussion that faculty who had been teaching for a long time might benefit from working with newer faculty more closely aligned to or identifying with the incoming student population and suggestions were made about having some brown bag lunches to address basic skill development.		
C2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.		More data driven evaluation of how developmental student needs are addressed by faculty Students should be consulted re: their own learning experiences to identify the kinds of assistance they found beneficial		

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
C2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	New Faculty Orientation program, Great Teachers' Retreat	Faculty suggested that there be some centralized resources: a handbook that is discipline specific, especially for adjunct faculty, that would address some of the techniques that faculty find useful in working with students at the developmental level; a website be devoted particularly to working with students at the developmental level: a kind of "tricks of the trade;" and a posted list of resources for working with students at the developmental level. Also suggestion was a website mentor, that there be a blog for suggestions about working with students at the dev. level. Answers to FAQs might be helpful.		
C2.6 Staff development activities promote interactions among instructors.		Faculty also felt that some of the activities on how to work with students in developmental education should be handled at the departmental and divisional level so that course content would be considered; faculty indicated that they were prepared to teach their content but would benefit for "tips and techniques" used by other faculty in their discipline who dealt regularly with students who are at the developmental stage, particularly in finding ways to deal with the learning gap and finding ways to "work in steps" with complex material.		

C3 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.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Ta... Da...
C3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	Architecture meets monthly to discuss curricular and instruction issues. This dialogue appears to happen more at department level than through institutional activities.	More institutional opportunities to discuss strategies, especially reading and writing across the curriculum Greater involvement of adjunct – perhaps interactive broadcasts of these activities, or more varied times to encourage adjunct participation		
C3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and on-going.	Technology training, Starlink access are continuous throughout the semester	Training on "how to use" Starlink (demo) Starlink is now available on DVD. Faculty need to explore where they "disconnect" with students. Attitude of "If they fail, I've failed."		
C3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	A full-time staff development coordinator position exists			

C4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Ta... Da...
C4.1 Peer Mentoring	Occurs within departments English assigns a mentor upon the beginning of the first semester – informal relationship. Counseling has both	Could be expanded More recognition of needs of full-time faculty who come from adjunct (they still need mentoring.) Explore more formal mentoring		

	informal and formal mentoring processes. Science promotes informal mentoring relationships based on courses taught. Science also rotates a full-time faculty member to teach at night to be available to adjunct faculty during those hours. Peer evaluation should provide some peer mentoring	options Explore options to make more mentors available Options for mentoring in small departments (1 full-time/9 adjuncts) are limited. Need to find time and resources to provide this. Evaluation should not be punitive		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Ta Da**
C4.2 Instructional Consultation	Continuous training occurs at state level for Puente program Great Teachers Seminars, Tinto's Talk and the Learning Café Gabriner's Assessment list-serve	Classified staff involved with instruction (tutors, assessment technicians, lab technicians) need some of the same training.		
C4.3 Reflective Teaching	Nursing utilizes this practice.	Train empathy not enabling behavior Bring into Staff Development as a process Teaching is not reflective of our diverse populations – we need staff development to address this		
C4.4 Scholarship of Teaching and Learning	Spring Teaching Symposium, ESL Colloquium			

	Faculty do their own research via books and scholarly journals			
	Faculty are supported to seek out appropriate conferences and should be encouraged to bring information back	Provide incentives to faculty who bring information back to share in brown-bags, poster sessions, etc.		
	Curriculum development for specialized populations	Faculty need to be trained on selection of culturally responsive materials		
	Culturally Responsive Teaching	40-45% success rate for African-American students. We hear, "we don't ;know how to teach 'those' students. We must get rid of stereotypical ideas on student success.		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Ta** **Da**
C4.5 Classroom Assessment Techniques				
C4.6 Great Teachers Seminars	Every January (New Faculty Orientation and others)	Opportunities to use strategies from GTS in shorter formats to include those who can't go for a full retreat. Campus-wide "brown-bag" discussions focusing on basic skills strategies.		
C4.7 Academic Alliances (e.g. K-16 Inter-segmental partnerships) or Other.	P16 Math Alliance Other P16 Alliances CAHSEE has a partnership with K-12. We get addresses of students who do not receive diplomas.			

D1: Sound principles of learning theory are applied in the design and delivery of courses in developmental programs.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D1.1 Developmental Education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	Plato, ACAD910x4; Math942A-C, Math952A-D Reading classes – data cards used for faculty advising	More faculty contact in GED preparation classes Modularization of additional basic skills classes Increase faculty awareness of software applications 0-unit lab or supplements Faculty co-horts with students	Plato Odette Salvaggio	
D1.2 Problem-solving and critical thinking skills are integrated into developmental education courses	ACAD Classes Plato Course Outlines and Core Competencies	Need more focus on problem solving strategies and analysis Faculty may need to find new ways to make connections between what students know from their own experiences and the more academic material More awareness of "cultural norms" in designing some "connective" material to explicitly make connections for students that are meaningful to their life experience	generationa l material, textbooks with interactive materials	
D1.3 Dev. Education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning,	ACAD focuses on learning styles, as does CD classes Student info cards track students from semester to semester Applicable and	Coursework could be broken into smaller manageable portions Basic skills handbook or manual for faculty A faculty prof. Dev. Room where ideas are posted about integrating contextual learning, metacognitive skill development, etc.		

metacognitive skill development, and constructivism).	contextual math is taught			

D2 Curricula and practices that have proven to be effective in specific disciplines are employed.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).	Course outlines, course objectives, and SLO's; Assignments and projects given to students; Spring Teaching Symposia	Further emphasis on writing across the curriculum with common threads of concepts, paradigms, etc. clearly identified and evaluated using formative and summative evaluation formats Build stronger partnerships among faculty through Professional Development Activities Teach students skills in meta-cognition for students' proficiency in building conceptual connections and applications Feature Best Practices during In-Service Day Establish a clearing house or database to for easy access of resources	Faculty In the Library and library resources; Writing Center Curriculum Committee Arts and Lectures Series Theater Arts Performances Professional Development Office Faculty in Student Services Division	

		Provide students the fundamentals and not rely on assumptions about students' previous knowledge and skills Make explicit your expectations from students and reinforce improvements Introduce innovative ways in assisting students make connections with previous knowledge and skills Offer extra credit for volunteer work beyond classrooms to apply learning gained in the classroom	Blackboard; SBVC's Professional Development web page; Campus Central	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Tar Dat**
D2.3 Developmental courses/programs implement effective curricula and practices for ESL.	Course outlines, objectives, and SLO's; Assignments and projects given to students; Spring Teaching Symposia	Further emphasis on writing across the curriculum with common threads of concepts, paradigms, etc. clearly identified and evaluated using formative and summative evaluation formats Build stronger partnerships among faculty through Professional Development Activities Feature Best Practices during In-Service Day; Establish a clearing house or database to for easy access of resources	Curriculum Committee Blackboard; SBVC's	

		Provide students the fundamentals and not rely on assumptions about students' previous knowledge and skills Make explicit your expectations from students and reinforce improvements Introduce innovative ways in assisting students make connections with previous knowledge and skills Change title of ESL to English Language Learning to emphasize total English immersion and differentiate developmental courses from those offered in adult education level and non-credit Allocate more funding for the expansion of offerings and location of the Writing Center Offer extra credit for volunteer work beyond classrooms to apply learning gained in the course	Professional Development web page; Campus Central; Library

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D2.2 Dev. courses/programs implement effective curricula and practices for mathematics (e.g. addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology and learning labs).	Course outlines, course objectives, and SLO's; Assignments and projects given to students; Math Appreciation Day	Further emphasis on writing across the curriculum with common threads of concepts, paradigms, etc. clearly identified and evaluated using formative and summative evaluation formats Build stronger partnerships among faculty through Professional Development Activities Teach students skills in meta-cognition for students' proficiency in building conceptual connections and applications to day-to-day life events Provide students the fundamentals and not rely on assumptions about students' previous knowledge and skills Make explicit your expectations from students and reinforce improvements Introduce innovative ways in assisting students make connections with previous knowledge and skills Offer extra credit for volunteer work beyond classrooms to apply learning gained in the course	Curriculum Committee Faculty in Student Services Division	

| | | Use Frye Readability Index to establish reading level requirement for textbooks used across disciplines

Offer one-unit Reading courses to meet specific reading needs of students | Reading Department | |
|---|---|---|---|---|
| **Effective Strategy** | **Where Strategy Occurs** | **How to Improve** | **Resources** | **Tar Dat** |
| D2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. | Course outlines, objectives, and SLO's in Reading; Assignments and projects given to students;

New Faculty Orientation | Establish Reading, ESL/English or Reading, ESL/ English, Math learning communities

Teach students skills in meta-cognition for students' proficiency in building conceptual connections and applications

Feature Best Practices during In-Service Day; | Counseling Department's Student Success Seminars; ACAD 100

Faculty in Student Services | |

		Establish a clearing house or database to for easy access of resources	Professional Development Committee web page, Campus Central, Blackboard; Library	
		Provide students the fundamentals and not rely on assumptions about students' previous knowledge and skills;		
		Introduce innovative ways in assisting students make connections with previous knowledge and skills		
		Make available tutorial services on weekends as well as on drop-in basis		
		Offer more courses that give in-depth focus on components of study skills		

D3 The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Ta... Da...
D3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self efficacy development) as well as to teaching basic subject skills.	Assessment tests Day 1 Activities (why are you here?) Use this information to bring authentic examples into the classroom. Intake profile cards help the instructors to learn more about the students in terms of special needs and/or circumstances. Roper – Reading asks students to write an essay, "My Life After High School" which she uses to help refer students to appropriate support systems. Teaching strategies seek engagement and establishment of repoir. Development or learning communities within the class setting. Some faculty use	There is a need to improve 1st contact experiences with students from the application processes through registration, counseling, assessment, financial aid, etc. In addition to the basic skills assessment that is done, an "emotional assessment" should be provided to help students determine if they are prepared for the demands of college. In traditional classes, faculty can learn a lot about attitudes and emotions through body language. How does this happen in an online environment? We need to develop strategies to deal with attitudes of frustration about assessing into developmental education classes. We should invite former students to share their stories of success with current students. There is a need to teach "maturity" skills or "studenting" skills even before basic skills.		

	Blackboard discussion boards to encourage discussion around attitudes and emotions. Provide for public recognition of achievement within the classroom environment In developmental education classes, there is an opportunity for realistic goal setting as a result of the "chunking" of material that occurs.			
D3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.	EOPS CalWorks DSPS Financial Aid Child Care Library (extended hours and online databases) Writing Center Tutorial Centers Math/Science Success Center SAP ACAD program	Services are provided to "special" populations. Need more generalized access to services Funding for services. Example (tutoring will be out of funds by April if current patterns continue.) Improved connections between instruction and student services. Need a continuity of leadership.		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Ta Da**
D3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that	Students in distress are sent to counseling Early Alert Program Issues are addressed in class, but at times, not until problems are "out of control."	We need personal counseling on-site. Currently, counselors are only available for general counseling. Students need greater awareness of availability of services. Strategies must be found to address issues early. One way would be to		

arise, and to prevent student attrition resulting from such circumstances.	We have opportunities to learn more about students and their needs through the Hackler Book Scholarship Program – encourage students to apply. SAP Office – students may open up more to other students?	invite "service providers" such as counseling, financial aid, tutoring, etc. into the classes to make presentations and invitations to students. Faculty and staff need training in how to talk to students about some of these issues. Bolster SAP program with funding and training. Education the population that the service exists. Faculty and staff need greater education on the services that are available and how to identify student need. Professional development on crisis intervention Build connections with associated students (some of their workshops should be available to faculty and staff too.)		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Ta Da**
D3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	Group activities/competitions Selection of relevant materials. Recognition of achievement Publication of Dean's List Emphasis on "building blocks" to build successes "Humanize" the teacher. Share background or stories of success.	Replace old/worn materials. Building maintenance and upkeep must be improved. Basic skills students should have the same quality of learning environment as other students. Host "college-bowl" type competitions We need better visibility of dean's list publications. Better opportunity to celebrate accomplishment. Add "success stories" of our students to the schedule of classes		

		Create more programs like Puente with 900 level classes linked to form learning communities.		
	Remain positive and upbeat with students, no matter what is happening outside the classroom. One department has a bulletin board which helps to show students who they are relative to others already through the program – "where are they now?" Returning students are invited to speak in class. Many offer reminders to students that "I too have been on this path." Serve as a counselor to students. Faculty invite students to office hours – not just to talk content. Bring "artifacts" into class to make content more authentic.			
D3.5 College programs promote basic skills students' social integration into and identification with the college environment.	Science has a mentor program which invites former students to help current students to succeed. Faculty/student mentor programs (Tumaini, Puente) ESL Pronunciation workshops Formerly, we had an ESL dinner which helped to teach social skills.	Engage students in dev. ed. courses in student life through student government Expand mentoring programs to other populations. Clubs such as ESL club Promote Associated Students and other social activities. Sponsored events to promote faculty/student interaction in social setting. EX: Departmental Faculty dinner where faculty invite a student.		

		Pizza night to discuss future courses and issues at the end of the semester.		
	Speech 111 teaches appropriate communication techniques The graduation breakfast provides opportunity to show students that they are part of the college – faculty serving is very meaningful. Some faculty require students to visit during office hours. "We are a model. We need to continue to be the model."			

D4 Culturally responsive teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Targ Date
D4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	Textbooks chosen to be culturally responsive to students Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds Faculty strive to find common ground with students Tumaini and Puente Curriculum processes require assignments that are culturally sensitive	Book discussions on multi-cultural education	James Banks – Culturally Responsive Teaching	
D4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.	Faculty and students work together to establish common ground and seek to understand different ways of explaining material Group work allows groups to establish their own 'cultural identity' as well as style.	Contextualizing materials for cultural relevance		
D4.3 Developmental instruction reflects cultural sensitivity and culturally	In writing classes, students are encouraged to write from their personal experiences.	Be more sensitive to diversity outside of the classroom Professional development courses	Training?	

mediated instruction (e.g., the way communication and learning takes place in students' cultures).	Various classes deal with identity issues	

D5 A high degree of structure is provided in developmental education courses.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	• Mathematics (942, 952, and 090) • English (914 and 015) • ACAD Program • Reading (910 through 015)	• Provide managerial/administrative stability • Develop handbooks for students • Develop multiple-method teaching strategies/pedagogy • Increase units from 3 to 4 for basic skills courses • Required independent study • Mandatory orientation (orientation as credit	• Math handbook • Math, English, and Reading flowchart/guidelines in the SBVC Catalogue • Other community colleges – especially for orientation and placement process • Tutoring, Writing Center, Reading Lab, and other tutoring centers across campus	

		or other incentives) • Teach students to value their education • Cross-listed/interdisciplinary courses • Create/enforce consistency across prerequisites, corequisites, and advisories • Educate students as to why/how basic skills courses will assist them • Develop more intuitive course descriptions and Ed Plans • Improve communication of placement results • Develop "success grid" with course suggestions for students • Linking course skill sets – use area foci for a template (students may better understand critical thinking/reasoning skills)	• Curriculum Committee (and process) • President, VP of Instruction • Full-time and adjunct faculty	
D5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.	• Mathematics (in-class "peer" tutors) • Writing Center • Reading Center • Tutorial Center • Math-Science Success Center • ESL Courses • Adjunct Orientation	• Hire facilitator to assist tutor and student coordination • Improve institutional memory and know-how w/in management and administration • Enhance continuity for process and	• Tutoring resources (campus-wide) • Course syllabi • Program and course brochures • Curriculum process • VP of Instruction • Counselling	

	• In-Service program •	procedure • Reduce "revolving door" of leadership		
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Tar Dat**
D5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.	• ACAD, Reading, English, and Math courses	• Requiring students to take developmental courses • Revisit/dialogue about the orientation process • Mandatory assessment	• Other community colleges	

D6 Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Ta... Da... Ta...
D6.1 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).	Instructors regularly utilize collaborative learning through group work in the classroom. Requiring individual conferences with instructors as part of course requirements. Chemistry Workshops reinforce concepts learned in class through various learning methods to include engagement and learning between students. Special Programs (i.e. Puente Project & Tumaini) have linked courses, offer learning communities, and service learning opportunities. Writing, Reading and other Tutorial Centers offer small group dyads, one on one tutorial, and other means of student learning models which are often encouraged by instructors as seen with class visits to the writing center and library tours.	Increase the number of learning communities offered with a focus on developmental classes. More faculty in Reading Labs to include one full time tutor and one full time faculty. Technology upgrades to include 30 new computers, tables, chairs, and current technological programs. Access to and maintenance of current technology in the classrooms.		
D6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher centeredness.	Utilize the personal accountability methodology of making the students accountable for their learning and achievement. Offer self-paced courses	Classrooms that are conducive to various learning strategies (ie white boards all around for student group work, proper access to internet and other programs in the class rooms, chairs that move, etc.) Change of campus climate to a more student accountable way of		

	The writing and reading labs focus on the individual. Many faculty encourage student presentations and group work on board to capture diverse learning styles. Allowing for opportunities of in class instructional support where a former student supports current students of the class providing additional feedback and ways of learning other than what the instructor provides. Also provides mentoring opportunities.	thinking. Need a stronger leadership to serve as modeling this way of thinking.		
D6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	In reading, many students are paired, encouraging a bond or connection with each other in class. ACAD 100 and new student orientations Instructors often hand out brochures and flyers to students in class of services and activities offered to them, some offering extra credit for attending such activities.	Require all students take ACAD 100. Make new student orientations mandatory. Incorporate counselors in classes.		

D7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Target Date(s)
D7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed.	• Curriculum requires alignment of entry/exit skills • Curriculum – regular content review process • SLOs • Core competencies • CAHSEE program	• Multiple assessment instruments • Linkage with non-credit courses and programs		
D7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.	• Curriculum process • Content review cycles for degrees and certificates • Success rate statistics through Datatel and Research and Planning • Persistence data • Placement/ass	• Placement/assess ment instruments • Decrease timeframe between "repeat" placement tests • Students should be able to repeat the placement test more frequently • Better determine accuracy of SBVC placement tests (are they working?) • Better emphasize	• Research Office (Dr. James Smith) • Curriculum Committee • Counselors • SBVC Catalogue	

	essment instruments	importance of placement tests		
		• Effectively advertise importance of basic skills classes, thus creating a solid foundation		
D7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	• Learning communities (Puente and Tumaini) • Linked courses • ESL course sequencing • Counselling • Existing advisories, corequisites, and prerequisites • SLOs and SLO assessment	• Creation of prerequisites for all degree-transferable courses • Educate the institution that perquisites will not negatively impact FTES • Elimination of stigma associated with basic skills courses • Eliminate the term "basic skills" (perhaps "strategies for success?") • DCS could create an intuitive/interactive course guide for students • Increase student awareness	• DCS • Counselors • Faculty • Tutoring facilities • VP of Instruction • Articulation Officer • Curriculum Committee	

D8 Developmental education faculty routinely share instructional strategies.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat

D8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty *within* disciplines.	Math dept has a "Best of What We Do" Manual where effective strategies are explained. A good rapport exists in various departments that allows for open communication and the opportunity to ask questions and/or for assistance. Curricunet allows for instructors to give feedback when designing courses that encourages collegial consultation and open dialogue regarding effective instructional strategies. Teaching Symposiums occur. Humanities and English offer colloquiums on specific topics. New faculty orientations. Weekly department meetings allow for exchange of information. Various opportunities offered through professional development. Professional Development offers funds for faculty	Greater communication within departments could be scheduled during regular meetings Improve connection with evening and adjunct instructors.		
D8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty *across* disciplines.	The Great Online Teachers Seminar Great Teachers Seminar. Team Teaching opportunities through Title III. Chemistry & Biology depts. have had meetings with counseling dept to discuss best practices and effect strategies. Have readability for textbooks across campus	Include this during In-Service Day. Include a section in Campus Central under "faculty resources" where best practices across the curriculum can be address. Funds to include adjunct faculty in Seminars. Make team teaching continuous and extent to		

		include nontraditional courses i.e. English and music.		
		Need more opportunities for linked classes. Increase informal opportunities to exchange strategies.	Apply for grants and/or set up brown bag lunches	
D8.3 Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	(not so much an issue since the same faculty teach at all levels)	Provide teaching strategies that span beyond K-12 population and focus on community college students. Research other campuses that split the teaching of developmental level from higher level classes. Need a Basic Skills Director to facilitate processes.		

D9 Faculty and advisors closely monitor student performance.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students.	Many programs require progress checks. Utilize BlackBoard to post grades, and communicate with students. Faculty offer office hours Many instructors provide individual evaluations throughout the semester. Chemistry provides a math diagnostic at the beginning of the course.	Develop a First Year Experience program to teach students how to address blackboard and follow up on student progress. Need solid technical support. (blackboard down regularly)		

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	Early Alert is provided to all faculty Puente, STAR, EOPS, Tumaini and other special programs offer linked classes where progress is monitored by counselor	Add an additional (separate) Early Alert letter to congratulate students who are doing well.		

D10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Effective Strategy	Where Strategy Occurs	How to Improve	Resources	Tar Dat
D10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	**Writing Center, Tutorial Center, Math Center, Library Reference Services and Book Reserve Services serve students from all course levels.**	**Reading Lab could be expanded to provide reading tutoring to students in non-reading courses**	*Money needed to increase services—grant opportunities could be looked into.*	
D10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation.	**Each semester the Tutorial Coordinator distributes information to students that addresses all of the support services on campus in one handout.** **ACAD classes introduce students to services.**	**The handout could be emailed to students through their SBVC email accounts.** *Centralizing tutoring services in a physical location is somewhat controversial. Some faculty see it as beneficial while others, although understanding that the discipline would still keep control of the tutoring pedagogy, want to keep the tutoring physically close to the department office in order for faculty to have easy contact*		

		with students and tutors.		
D10.3 Various learning support services provide active learning experiences (e.g. Supplemental Instruction, workshops, and study groups).	Math and Science Success Center works on this model **Writing Center provides writing and grammar workshops and ESL pronunciation groups.**	Full implementation of program **General tutoring could work on providing similar activities.** **English Department computer lab is requested to provide active experiences in the classroom environment.** **Study hall/homework sessions are needed.** **Space devoted to the full implementation of these services is needed.** **Faculty members should be in the tutoring centers at all times to assist both tutors and students.** **Encourage more of our adjunct faculty to work in the various labs.**	$$$ & reassign time for coordinator **Faculty could be recruited from the disciplines to provide workshops.** **Could be facilitated by instructors.** **Reassigned time.** **Compensate adjunct faculty at adjunct faculty pay rate.**	
Effective Strategy	**Where Strategy Occurs**	**How to Improve**	**Resources**	**Tar Dat**
D10.4 A formal referral system exists between academic and student support	*Early Alert—alerts counselors to students having difficulty and refers to tutoring services.*	Better referral system from courses to tutoring services could be developed *A structured, faculty referral*	**Modify Early Alert to make it more compatible**	

services.	**Student services referral sheet exists.**	*system could be set in place so students are immediately sent to appropriate services.*	**with BLACKBOARD so faculty will use it more.** **Faculty workshops to address referral process and make them aware of all the services available to students.**	
10.5 Tutoring is available and accessible in response to student needs/desires.	**Writing Center, Math and Science Success Center, Math Lab and General Tutoring services are available to all students—across the disciplines and at various skills levels.**	Expand tutoring services	$$$	
10.6 All tutors receive formal training in both the subject matter and effective pedagogy for the discipline.	**Writing Center and Math Lab tutors retain the pedagogies of the disciplines—faculty oversee training and oversee the areas.** **Math tutors conduct workshops with feedback from department faculty.**	General tutoring—faculty in the different disciplines could train/work with tutors. **Tutors could be mentored by faculty in the different areas to link the classroom pedagogy more closely to the specific course content.**	Reassigned time for faculty training/mentoring of tutors.	
10.7 An academic support center provides diverse and active learning	Self-paced instruction is provided in math **Some computerized, self-paced tutorials are**	Explore modularization of other basic skills areas **Self-paced, independent, computerized tutorials need to**		

experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	available.	be made available more generally to students.		