**BASIC SKILLS COMMITTEE – Plan for 2016 -2017**

**Long Term Goals of Basic Skill Program**

1. Improve the success and persistence of students in the developmental education and ESL programs.
2. Improve the equity of success and persistence of students in the developmental education and ESL programs.
3. Improve the provision of learning and student support services to students in the developmental education and ESL programs and improve the integration of those services with instructional programs.
4. Increase the number of students who enroll and succeed in college level course work following the completion of developmental education and ESL courses.

ESL Habits of Mind and Growth Mindset Resources

Improve ESL faculty's understanding of Habits of Mind and Growth Mindset and increase our ability to integrate these into the ESL curriculum and our instruction. Integrate HoM and GM in the ESL curriculum and instruction.

ESL Faculty Co-Mentoring Program

ESL faculty work together to value, support and learn from one another and improve practice.

ESL Faculty Professional Learning Community

Build a social learning network of ESL faculty around ESL curriculum and program redesign and innovation. Redesign and innovate the ESL curriculum and program.

ESL Instructional Resources and Supplies

ESL is working to promote active learning and enhance and increase ESL student interaction, engagement, collaboration, reflection, and communication. To do so, we need to support our teaching and our students learning with both a depth and breadth of instructional materials, resources, and supplies that will allow us to create and implement pedagogically sound and innovative language learning activities, content, and materials.

ESL Peer Advisory Leaders (PALS)

As part of our Student Equity Plan related efforts, the ESL department has created and begun to implement a new ESL student leadership position – ESL Peer Advisory Leaders. These students will work as a team along with the ESL faculty, counselor, and the college’s new adult transition specialist to co-create and participate in both in-reach and out-reach efforts that serve to help and advise multilingual English language learners 1) learn about and navigate the college matriculation process (3SP) and financial aid, 2) become oriented to the available student service and support areas, 3) feel welcomed, get engaged in, and help shape the culture of the college, and 4) be supported bilingually and with multicultural awareness by experienced and successful ESL students. The additional benefits to ESL students are those the being an ESL PAL carries – this is a leadership and an employment opportunity that will help to build confidence, language and communication abilities, and presentation and personal interaction skills. For immigrant students who are often not considered for employment – here on our own campus – because their English proficiency is deemed a limiting factor, these positions will give them the chance at employment in the U.S. and on campus and afford them the opportunity to gain experience and knowledge, as they simultaneously are able to affect the campus community in as yet unknown ways.

MATH DE Professional Development (ordered pairs)

Currently we are mentoring number of Math faculty (9 currently) on a weekly basis paid for by the Transformational Grant. The focus is best practices to teach basic skills and affective strategies to students. We are also having the mentors meet once a week to discuss strategies for most effectively teaching the teachers. Finally we have the mentors going into the classrooms on key lessons to aid and observe the new instructors. We still have the standard Order Pairs program for faculty teaching a Dev Ed course for the first time.

ENGLISH 95 Professional Development with portfolios

Faculty will engage in professional development around summative assessment via student portfolios. This PD will center on developing student metacognition skills, facilitating cooperative learning in the classroom (with emphasis on recursive writing), and creating summative rubrics. Then, these faculty will pilot portfolio assessment in their English 95, monitoring student progress and providing updates throughout the semester. Student portfolios will be assessed in trios, which will include the teacher of record and two additional instructors. These trios will meet during finals week to assess the “borderline” portfolios. (“Borderline” is defined as student work that falls in the high-D, low-C range.)

ENGLISH Mentorship Program

The English mentorship program will continue to train adjunct faculty teaching basic skills while also providing professional development for faculty to learn basic skills best practices. Every semester we hire more adjunct faculty and so this is a great opportunity for to keep new hires better informed and well-trained. Students taught by well-trained, well-informed instructors will have greater success at the next level having been provided with an appropriately scaffolded curriculum, thus reversing enrollment declines/dropout rate. With less confusion about college, department, and curricular policies, students should be more satisfied, make fewer formal complaints, and persist to the next level.

ENGLISH Fall Flex Training

Six hour training workshop for adjunct faculty teaching English 95 for the first time in Fall 2016.

UMOJA Tutors

The project is a tutoring support system, which will provide 2 tutors per English 95 class. The English tutors will assist during English lab hours, provide extensive one-on-one and small group support (essay development, editing and material comprehension), and work with the Umoja Scholars English faculty on developing and assisting with paragraph writing/strengthening workshops.

The Math tutor will assist during one hour of class time, and will hold tutoring hours outside of the classroom assisting with Math study tribes (small and large group settings). The tutor will also help students one-on-one by appointment.

DSPS Student Tutors in Brentwood

The proposed pilot is to support an instructional aide in basic skills classes. This pilot will target students with disabilities in Math 12 and English 95 on the Brentwood campus. If the intervention is successful for the teacher and students, then it may be used more broadly. Faculty in these classes will have the option of using aides during all class hours or just for labs. Aides cannot be used to grade papers, teach new information, or do any work that is not directly working with students. They should be used as floaters in the classroom, working individually with students. Even though they will be trained to work with students with disabilities, they will serve all students in the class.

100S Pilot Reports

The English department is piloting one section of English 100/100S over the summer to prepare for our large-scale roll out of the co-requisite course in Fall 2017. English 100S is a non-degree applicable basic skills course. This project will provide funding for the instructor of the pilot to document the success and challenges of the pilot through weekly reports.

Specifically, the instructor will spend 1 hour a week developing a report that monitors the implementation of the pilot (enrollment procedures, student engagement, student success, etc). Effectively implementing this basic skills course will increase student success in the English pathway. Additionally, the instructor will spend 1 hour a week developing a report that documents effective practices and activities to assist with the building of a toolbox of instructional strategies for engaging and supporting students with basic skills in the co-requisite model.

ESL - "Passport" for English Global Citizens

This in-reach project involves developing, piloting and implementing a “passport” for “English Global Citizens” to encourage our ESL students’ engagement and orientation to LMC. The goals are to have students become aware of and use resources offered at LMC (Student Services, Course/Instructor resources) and seek out learning opportunities on campus and in the community (e.g., theatres, speaking events, and clubs) to enhance their learning, increase their success rate, and engage with the campus and community at large.

In Spring 2017, three instructors will pilot the passport in three courses, and at the beginning of the Fall 2017 semester, all students in the ESL program will be provided a copy of the passport. It will serve as a resource in and of itself to compile student services locations and hours, websites, and information for students in one convenient reference. Students will also be encouraged to add additional resources they learn about throughout the semester from in-class counseling or Financial Aid visits and workshops, from instructors, or from their own learning opportunities. Each time a student visits an area or completes a task listed in the passport, they will receive a stamp or signature. The ESL Department will encourage students to receive more passport stamps by using, discussing, and sharing the passports within classes and workshops.

Center for Academic Support – Synchronous Online Tutoring Pilot

Many writing centers across the country expand their services to students via synchronous online tutoring appointments, in which tutor and tutee video conference and share documents. Our Center offers online tutoring via email, but it is not as effective a model because real-time conversations cannot happen with the student. Writing is such a complex process, it helps to have a consultant available to answer questions in real time. We also do not offer consultants hours to handle the online tutoring, so much of this feedback is given by Sandra Mills when she finds the time. We need to keep our 40 hours a week budget devoted to face-to-face tutoring because students use these hours.

In order to effectively offer online tutoring, we need to research the best platform (Zoom, Google Hangout, Skype, Canvas, etc.), advertise the service to students, pay consultants to hold online tutoring sessions, and research the effectiveness through student surveys. We are asking for funds to purchase the platform and offer 5 hours a week of tutoring in Spring 2017.

Math 27/28/34 Materials

Math 27 (Pre-Stats) and Math 28 (Support for Statistics) use collaborative learning and student lead presentations. Students create poster presentations on large Post-it (25 in x 30 in) using poster markers. Students provide feedback to the presentations using small Post-it notes. We are requesting funds to cover poster presentations for the next four semesters. Large Post-its, Poster Markers, small Post-its, yard sticks, plastic boxes to organize markers.

Math Expansion of Ordered Pairs

As a result of the new placement criteria the entry point for a proportion of our students has changed. While in the past, Ordered Pairs has aimed to provide support and guidance to instructors teaching a Math DE course for the first time, we aim to grow Order Pairs to share best practices as to how improve the success of students given our new placement model.

Instructors will meet for half an hour per week to share best practices as to how to blend affective domain skills into the course. Share and develop college success strategies.

Marketing Materials for Math Pipeline

The goal is to update the Math Subway Map to reflect new placement criteria and new course offerings (Math 28/34). The goal is to have a “Subway Map” that is user friendly and provides students with easy to understand pathways to Transfer Level Math courses based on Meta-Major. With the help of the Marketing Department (John Schall) update current subway map and create sequencing maps to display in our Math Lobby, also create post-card size files of Math Pathways to distribute.

Math and English Professional Development

Math and English faculty would like to read and discuss [*Redesigning America’s Community Colleges: A Clearer Path to Student Success*](http://ccrc.tc.columbia.edu/publications/redesigning-americas-community-colleges.html) (Harvard University Press, 2015), which synthesizes key findings from CCRC’s research on strategies for improving student completion and learning. We would use the books for professional development and department conversations about pathways design, allowing faculty to annotate, mark up, and refer back to best practices described the text over the course of several semesters. Six copies will be shared in Math, and six copies in English.