### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Becky Reetz</td>
<td>Co-coordinator, BSI</td>
<td></td>
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<tr>
<td>Susan Andrien</td>
<td>Co-coordinator, BSI</td>
<td></td>
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<tr>
<td>Win Cottle</td>
<td>Composition</td>
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### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
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<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
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<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
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<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
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### III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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### IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tr>
<td>Phillip Kranenburg</td>
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I. Program Definition

This program review for basic skills addresses basic skills courses in English and math that are housed in three different departments and two separate divisions. While Basic Skills English, English/Humanities and Math/Science will write separate reviews of their programs, this review will concentrate on student improvement from course to course in the sequences required of students based on placement testing. "Basic skills courses" have been defined systemwide as "any course in English, reading, math or study skills that prepares students for success at the transfer level." For the purpose of this study, we have included English 92, 98, and 120 and Math 95, 101, and 103.

This program review includes contributions from the approximately 35 faculty, staff and administrators who participated in a thorough Basic Skills Initiative self-study in 2007-08.

II. Program Purpose

Primary Goal: Basic Skills or ESL
Secondary Goal: Degree/Transfer
Other Goal: 

Primary and Secondary Goals Description:

There is some debate about the purpose of the basic skills English classes at COM and their relationship to transfer. There are currently no data to support the idea that students whose placement tests require them to take between one and four pre-transfer courses in English are interested in advancing through the program to transfer, and no data to support the idea that they are not. What data do support is the fact that at COM very few students from these classes ever do reach the transfer level. Student improvement data from math are even less positive. These numbers are discussed in depth in the Student Success section of this program review.

It is clear that COM needs cross-departmental consensus about the role of basic skills students in our academic programs.

It is also clear that these students have been marginalized for years, maybe decades, for various reasons. For example, the English/writing courses in the sequence required of students based on their placement scores are in two separate departments--Basic Skills English (BSE) and English. The two departments have neither formal nor informal interactions regarding SLOs, curricula or pedagogies, and they staff and run two separate labs that students are required to attend, a few doors apart from each other in the LRC. According to the literature review in the 2006 report Basic Skills as a Foundation for Student Success in California Community Colleges, "when these services are dedicated solely to the support of basic skills students or dedicated solely to the goal of remediation, they suffer a kind of marginalization in the community college community"(63). The report goes on to cite 2006 research that "learning assistance programs solely devoted to underprepared students actually decrease effectiveness." The disconnect at COM between BSE and English goes beyond separate labs to unconnected curricula, SLOs and pedagogies in courses that are, after all, required prerequisites for each other. A recent proposal to merge the two labs was met with statements from both sides that their students are completely different in goals and abilities, and some commented that they as professionals are not trained to assist students from the "other side." Yet students are placed into these courses based on their scores on a standardized test of knowledge about language, not on any assessment of their aspirations or capabilities to learn.

Data from Business faculty member Robert Kennedy's study of COM's transfer pathways may shed some light on this ongoing concern and perhaps on the failings of COM's organization of entry-level courses. In a study of COM's transfer population, Dr. Kennedy found that 18% of our students who transferred had completed Engl 98 at COM, while 20% had completed Math 101. Only about 10% of students who transferred had completed courses at COM below English level 98 and Math 101. Yet placement testing data available in fall 07 showed that 95.6% of all COM students placed into classes below English 150 and 87.3% placed into classes below Math 104. What is missing from this picture is the number of students who completed the last level of developmental course requirements in both areas--Math 103 and English 120--and went on to transfer. It should also be noted that placement testing has undergone major changes with the F07 implementation of Accuplaceer and that post-2007 placements may present a somewhat changed percentage of students who place into the developmental levels. However, as discussed in the Student Success section of this program review, the success and improvement rates for English 120 and Math 103 are also problematic, and Dr. Kennedy's study shows that 53% of our students who transfer completed English 150 elsewhere and that 62% completed Math 115 elsewhere. We should look for explanation to the ways in which COM's program fails to make sense to underprepared students seeking to change their futures--one of the key functions of the community college.

From these data it seems evident that the student improvement rates for students who test into basic skills courses should be a major area of concern and that the purpose of these courses must be clarified and communicated to all stakeholders: students, faculty in all departments, counselors, support staff, and administrators. True, these issues are of concern statewide and nationally, but it is also true that COM's rate of
student improvement in the required sequences is almost the lowest in our cohort (only .05% higher than the lowest) and that we have only begun to engage in the kinds of self-analysis that other colleges have been conducting for decades.

III. Students Served
IV. Program History

Basic skills improvement rates are a major concern for educators statewide and increasingly nationwide, not only because of the human cost when students do not advance but also because of the need for the state to educate workers of the future, who since the 1980s have been projected to need higher-order critical thinking skills in order to keep the state competitive economically. In addition, the California legislature has long been concerned about the amount of funds spent on basic skills courses with low yield in student success. Finally, an economic analysis has shown that the cost to colleges of recruiting a new student to replace a student who has dropped out based on lack of success in basic skills courses is six times greater than the cost of retaining that student (source: Basic Skills Poppy Copy).

As a result of this concern, the Basic Skills Initiative (BSI) was launched statewide. BSI spent the first year (2005-06) compiling a volume of best practices and recommendations that was to serve as a matrix for intensive self-study on every community college campus in the state. As a result of this self-assessment, campuses would receive a grant of at least $100,000 to address some of the barriers to the success of basic skills students on their campuses. This program review attempts to represent the concerns and recommendations that emerged during our year-long self-assessment.

The basic skills program in English is located in two different departments that do not meet together nor otherwise coordinate their curricula, policies or goals. This was a common organization for community colleges in the 1970s, but in the time since then, most colleges have moved towards central organization of these courses in one department to ensure that students beginning in one required course in the sequence, if they achieve the course SLOs, have a reasonable expectation of being able to succeed in the next course in the sequence. While the spring 2008 program review for Basic Skills English recommended merging the pre-transfer courses in the sequence into one department, the English/Humanities program review recommended that the separate organization of the two remain.

While Math 95, 101 and 103 are located in the same department with the courses for which they prepare students, until recently the problematic student improvement rate had not received much attention. This year, with some support from the BSI, math faculty have proposed a new organization for basic skills math instruction and academic support. This proposal is under discussion with plans for implementation of some elements as soon as fall 09.

There is obviously a need to bring this dialogue to the college-wide level to ensure that students, faculty, and support staff are clear about what each placement level means, how it prepares students for ongoing learning, and how the sequences fit together to enable students to acquire the academic literacies that they need as educated citizens.

V. Attachments
I. Program Enrollment

How has this changed?  

The Student Success Rates for Basic Skills classes will presumably be analyzed by the program reviews of the three departments in which these courses reside. The unique focus of this Basic Skills General Program Review is to analyze the student improvement rate from each level in the required course sequence to the subsequent levels.

According to a five-year cohort study conducted by Melody Creel in F07, of 144 students who enrolled in Math 95 in F01, 21% (30) had continued to Math 101 by summer of 2007; 7.6% (11) continued to Math 103/103G/103S; and 2.7% (4) continued to Math 115, all of whom passed the course. For students who placed into Math 101, 38% (74) continued to Math 103; and 10% (20) continued to Math 115 or Math 104. For students who placed into Math 103, 19.4% (41) continued to Math 115 and another 13% progressed to Math 104.

For English courses in the sequence, 47% (66) of students who initially placed into English 92 continued to English 98; 21% (29) continued to English 120; 6% (9) continued to English 150, and 9% continued to English 151. For students who placed into English 98, 49% (94) continued to English 120 by Fall 06; 29% (55) continued to English 150; and 16% (30) continued to English 151. For students who placed into English 120, 51% (137) had enrolled in English 150 by F06 and 29% (77) had continued to English 151. Of those who began in English 150, 44% (103) continued to English 150, and 32% (76) passed that course.

ARCC data from the Chancellor’s Office (2008) also indicate that our students in Basic Skills credit courses progress at a rate much lower than at other colleges in our peer group. Our Basic Skills credit students improvement rate is 45.1% compared to the average rate of 54% for our peer group. The peer group high is 62.4%; the low is 44.6%, only 0.5% lower than COM’s rate. We also lag behind in course completion rate for Basic Skills credit courses at 60.6%, with the average rate for our peer group at 66.9%, the low at 57.3% and the high at 81.9%. Yet COM’s overall student progress and achievement rate is 57.9%, slightly higher than the average of 57.4% for our peer group.

From these data it seems clear that Basic Skills students at COM do not pass through the required course sequence at an acceptable rate. Additional research should be conducted because of a possible discrepancy between the numbers of students who tested into English 150, based on records from the Office for Testing and Assessment (OTA) and the actual number of students who began their COM English sequence at that level. The OTA numbers indicate that only very few students (roughly 40 average) place into English 150 yet in F01 236 students began their English sequence at the 150 level. The number of AP applicants and those who have completed prerequisites at another college is unlikely to explain such a great discrepancy.

How can the positive results be maintained or the negative results be improved?

Based on our self-assessment, the approximately 35 faculty, staff and administrators involved in the BSI at COM compiled a list of recommendations. These include:

- Various recommendations for alignment between the English courses located in Basic Skills English and those located in English/Humanities and formal mechanisms to ensure that the requirements of courses in each area are understood by the other. There appears to be crippling misunderstanding between the two separate departments of the other’s curricula, goals and concerns. This could account for the poor rate of student improvement in the courses along the borders of these distinctly separate departments.

- Implement a coordinated, integrated system of linking services to instruction: The second most frequent recommendations involved connecting academic support services with student services such as counseling, advising, financial aid, and child care.
• Academic support is thin in both areas: English faculty should work with the Tutoring program to train peer tutors, buddy tutors, and mutual help study groups for developmental students to supplement existing support. It is a positive that professional academic support exists, but because there is no peer component, the actual support available to students at COM is less than at other colleges.

• Curricular changes to prepare students to succeed in Math 95 and 101 in a robust way that would enable future success.

• Professional development in effective pedagogies, especially those that are culturally responsive.

• Forging connections between the separate English labs, perhaps including a merger.

• Re-evaluation of the curriculum of the one-unit English lab courses and self-paced math courses, in line with Best Practices for student success.

The recommendation that received the greatest endorsement and attention was the BSI's ?One Big Idea?:

**ne Big Idea: CSI: Marin**

Basic skills at COM deserves and needs a comprehensive and unified organizational structure. Such a structure would enable alignment of SLOs for sequential courses, which in turn would improve students' rates of progress towards their goals. English skills faculty work in class to create a community where students feel safe to learn, explore and ask questions. Commuter students in general require personal connection with the College of Marin through programs and course work for retention and persistence; students lacking basic academic skills require even stronger personal connection with the college to persist in studies?no personal, consistent outreach is currently offered, except through EOPS, CalWorks, tutoring programs; students outside these programs have no basic skills connection.

We can often tell this approach works because students, once they have completed an English Skills course, continue to return to the English skills lab and seek support, explore issues and share their successes. Faculty cannot do this alone, in their classrooms. Students need a place to go before and after class, where they can find all the kinds of support they need. An integrated approach to providing all levels of support is needed (counseling, advising, referrals, cohort-building, etc), such as the proposed ?College Skills Initiative.? 

• Create a ?College Skills department? for all of College of Marin?'s developmental, pre-transfer programs; include disability testing, personal and academic counseling, academic advising, tutoring and job skills as an integral part of this department?'s curricular offerings. Ideally, this department should be housed in a unified space or ?home? for basic skills students on campus, where students can access all the services they need to use in one location. In a comprehensive support program model, developmental English students should find

• Links with COM?'s workforce courses, county/local union training programs, job placement, etc.

• Academic advising, Academic and personal/crisis counseling provided by professional with expertise in working with developmental students and their issues.

• Links to on and off campus resources, such as child care, transportation, tutors,

• Social activities and clearly designated, institutionalized welcoming/orientation acti

• Electronic bulletin board announcing campus events.

• A unified two-semester program that links students with the college services and resources through course offerings would be excellent. Key to success would be capable and supportive instructors, thereby creating the emotional/academic motivation for the attainment of developmental educational goals for these students.

• A thorough communication of the philosophic, academic foundation of the program would need to be conveyed to all faculty, staff and administration, including the board, to garner program support. Identification of appropriate participants--students--would need to be formalized through early testing and additional resources. Consistent evaluation, assessments and review will need to be maintained, including academic tracking on student success to determine program effectiveness. Regular meetings will need to be structured into program for members.
If there are courses you wish to highlight, please describe changes and trends.

II. Faculty Units

III. Demographic Trends

VI. Student Retention Rates

VII. Student Success Rates

**Student Success Rate Within The Program** (All courses combined)

\[
\text{Success} = \frac{\% \text{ Grades of } (A, B, C, CR)}{(A, B, C, CR, D, F, NC, W, I)}
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<td>Sp08</td>
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Why has this occurred?

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

From the data presented, the greatest problem in student improvement rates is English 98 for the English sequence and Math 95 for the math sequence. English 92 send 47% (66) of its students to English 98, but only 21% (29) continued to English 120 over a 5-year period. Similarly, in Math 95 sends only 21% of its students to Math 101. The subsequent success rates of students placed into these two courses are also a matter of concern. It is clear that COM should prioritize the immediate integration of these two “dumping ground” courses into a comprehensive plan to increase student improvement rates.

Some work has begun that holds some promise. The "Transfer Prep Academy" developed by English Skills and English faculty Cecilia Cavalier and Meg Pasquel that offers contextualized basic skills English instruction in conjunction with a series of transfer-level courses in the Social Sciences is in its second semester, funded by EEIF and IR&D grants and supported by BSI. Math faculty member Maula Allen has developed a learning community that pairs a section of Math 95 with an hour of directed practice in Math 90. We have high hopes for these projects, but they alone will not solve the problem of inadequate student improvement in our basic skills math and English introductory sequences.

**Student Success Rate Within The Program** (All courses combined)

\[
\text{Success} = \frac{\% \text{ Grades of } (A, B, C, CR)}{(A, B, C, CR, D, F, NC, W, I)}
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Why has this occurred?

How can the positive results be maintained or the negative results be improved?

If there are courses you wish to highlight, please describe changes and trends.

VIII. Certificates, Degrees, and Transfer

How has the number of awarded changed from to

Why has this occurred?

How can the positive results be maintained or the negative results be improved?

If there are courses or awards you wish to highlight, please describe changes and trends.

IX. Justification

**Evidence:** What data or evidence supports your projected requirements?

Data have been provided from a five-year cohort study showing students' rates of improvement from enrollment in their first course in Math and English through their enrollments in subsequent required courses in the sequences.

**Attachments:**

The attachments for this section include the excel documents with each of the cohort studies and the BSI Action plan.

College of Marin Program Review Student Access and Success • AS v.2 June 2008
Faculty Unit Allocation and Support Staff Report

Basic Skills General-2008

I. Program Faculty

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status</th>
<th>Years at COM</th>
<th>Faculty Units</th>
<th>Reassigned Units</th>
<th>Year Retired</th>
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Specialty:
List all areas of specialty and/or equivalency

Leadership:
The program reviews conducted by the math and English departments will list existing faculty. The BSI self-assessment, as well as the program review completed by Basic Skills English faculty last year, recommend that the College hire a full-time reading specialist to accomplish a variety of necessary updates in the curriculum, academic support, and assessment. The current reading curriculum is concentrated in a few support courses that no longer run for lack of student enrollments; these courses should be robust and connected to reading requirements across the curriculum. The field of reading pedagogy has advanced enormously in the last several decades and COM's students, now more than ever before, need to benefit from these advancements. A sound foundational program in academic literacy can prepare students for success in every class. In addition, BSI recommendations note that the eight or nine one-unit courses taught in the Basic Skills lab are in need of revision, and the course SLOs for both Basic Skills and English/Humanities courses in the required composition sequence could benefit from knowledgeable input from a trained reading specialist.

II. Instructional Support Staff

III. Teaching Unit Requirements

IV. Projected Staff Requirements

V. Faculty Requirements

1. No full time instructors in the subject area.

"As it stands now, developmental education sequences must appear confusing, intimidating, and boring." Since the retirement of Joyce Marx in 2006, there has been no full-time faculty member in Reading. Yet students' placement tests reveal a growing need for reading support, and SLOs related to reading are not systematically integrated into the required English course sequence. This student need is apparently fallen by the wayside. The program review in Basic Skills English provides data to support this need.

2. Non-Availability of part-time instructors in a subject area.

Part-time instructors are available but COM does not currently require or, most semesters, offer reading courses although students clearly are in need of such courses. What is needed is a comprehensive integration of reading outcomes into the existing English/Basic Skills required course sequence. Reading support should also be added for content courses; while 80% of our incoming students place into either basic skills English, basic skills math, or both, Robert Kennedy's study indicates that at least 2/3 of them are also enrolled in non-basic skills courses. Because of the prevalence of reading as a means of mastering course content, the lack of concurrent reading support must have an effect on our overall student success rate.

3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.

A separate program review is scheduled for s09 regarding the allocation of TUs for basic skills labs.

4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.

5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

7. Program Review findings.
The BSI self-assessment, as well as the program review completed by Basic Skills English faculty last year, recommend that the College hire a full-time reading specialist to accomplish a variety of necessary updates in the curriculum, academic support, and assessment. The current reading curriculum is concentrated in a few support courses that no longer run for lack of student enrollments; these courses should be robust and connected to reading requirements across the curriculum. The field of reading pedagogy has advanced enormously in the last several decades and COM’s students, now more than ever before, need to benefit from these advancements. A sound foundational program in academic literacy can prepare students for success in every class. In addition, BSI recommendations note that the eight or nine one-unit courses taught in the Basic Skills lab are in need of revision, and the course SLOs for both Basic Skills and English/Humanities courses in the required composition sequence could benefit from knowledgeable input from a trained reading specialist.

8. Other considerations.
The lack of a faculty member at COM who is trained in current reading pedagogy is supported by the lack of enrollments in our one Reading course, Reading 116. However, our students’ scores on the Accuplacer reading placement test are, on average, under a score of 60 which is used as a cut score for enrollment in a required Reading course at many colleges. The lack of a reading specialist to develop and refine our curriculum in this basic skill is, no doubt, a part of COM’s inability to raise student improvement rates in English.

VI. Attachments
Evidence: What data or evidence have you provided? Please briefly describe.

Attachments: Description of attachment formats (file type, hard copy, etc.)
I. Current Offices
(For the Program/Department, Faculty and Staff)

Office:                      Use:                  Shared Office:

II. Preferred Instructional Rooms
(Classrooms, Labs and Instructional Spaces)

III. Instructional Support Spaces
(Storage, Conference Room, etc.)

Room:                      Purpose:                LC 110 Other
LC 120 Other

IV. Justification for Projected Facility Requirements

Primary Goal: Basic Skills or ESL Degree/Transfer
Secondary Goal: Career/Work Training
Other Goal:

Application: Please indicate how the projected requirements will be applied.

Merging LC 110, The Writing Center, with LC 120's English Skills Lab would allow basic skills students (Eng 62, 92, 98, 120) to study in one centralized location, instead of two separate rooms.

Instruction: How will instruction be improved for Student Learning and Success?
The merge would allow instructors to collaborate on curriculum and projects.

Access: How will access be improved for Student Learning and Success?
The merge would significantly improve access, allowing for expanded coverage, and an increase in open hours.

Outcomes: What Student Learning or other outcomes are expected?
Outcomes like improved retention and persistence are expected, especially in the persistence of students from Eng 62 who enroll in Eng 98.

Assessment: How will the outcomes be measured for future planning?
Retention and and persistence rates will be carefully monitored.

Evidence: What data or evidence supports your projected requirements?
The English Program Review includes thirty years of research compiled and prepared by Hunter R. Boylan and D. Patrick Saxon through the National Center for Developmental Education, which shows that the key to successful remediation are remedial courses that have coordination and communication afforded by a centralized structure. The research also shows that successful remediation includes coordination between instruction and the labs.

Thus, the English Review suggests that improved coordination among remedial courses including coordination in the labs is a means of better supporting our students. It is reasonable to conclude that our basic skills students could be more successful if teachers who work in the labs across the composition sequence had coordinated curriculum and opportunity share their strategies in a centralized location.

Attachments: Current Blueprint □ Room Plans □ Room Chart(s) □
Institutional Excellence: The Board believes that superior results originate in high aspirations. Therefore, the Board’s basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

Objective 1:
As part of the mandatory Chancellor’s office reports, all colleges who are participating in the Basic Skills Initiative must submit annual planning reports. The reports proceed from a self-assessment BSI conducted in fall 2007 and spring 2008 to assess COM’s basic skills program in each of the following areas: Organizational/Administrative Practices, Program Components, Faculty and Staff Development, and Institutional Practices. Within each of these four areas, the Basic Skills Initiative Committee at College of Marin identified strengths and weaknesses. From discussion of these elements of our program, we developed several planned actions, each of which corresponds to an effective strategy or practice defined in the BSI “pygmy copy,” the target date for completion, and the responsible person(s) or departments. We completed our first BSI plan during the 2007-2008 academic year. In our first BSI committee meeting this semester, we reviewed this plan to determine what objectives we had met, and what we still needed to complete. This informed the development of the 2008-2009 BSI plan which was recently submitted to the Chancellor’s office. As the BSI committee continues to meet throughout the year, we will continue to implement, analyze, and report on the impact of our action plans on the success of the Basic Skills students at COM.

Objective 2:
ACBC data from the Chancellor’s Office indicate that our students in Basic Skills credit courses progress at a rate much lower than at other colleges in our peer group. Our Basic Skills credit students improvement rate is 45.1% compared to the average rate of 54% for our peer group. The peer group high is 62.4%; the low is 44.6%, only 0.5% lower than COM’s rate. We also lag behind in course completion rate for Basic Skills credit courses at 60.6%, with the average rate for our peer group at 66.9%, the low at 57.3% and the high at 81.9%. Yet COM’s overall student progress and achievement rate is 57.9%, slightly higher than the average of 57.4% for our peer group. This data clearly indicates that our Basic Skills students are not improving and completing their courses at College of Marin as successfully as some of their peers.

Attachments:
Attachment #1 2007-2008 Action Plan

ACTION PLAN

Long-Term Goals (5 yrs.) for ESL/Basic Skills
To create a comprehensive support center including a College Success Course to better serve students who need assistance with Basic Skills/Basic Skills ESL and a program of professional development in culturally responsive teaching and student support services.

<table>
<thead>
<tr>
<th>Section</th>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
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<tr>
<td>a) A support center will be created for students enrolled in Basic Skills courses to serve as a home on campus where students can go for academic support, advising, counseling, mentoring, information, and, as appropriate, advocacy.</td>
<td>A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). A.1.5. Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution. A.5.3. A comprehensive learning assistance center provides support to developmental education students.</td>
<td>June 2009</td>
<td>Vice President for Student Learning, Director of Learning Resources, President/Superintendent</td>
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<td>b) Program review will be conducted for Basic Skills courses and support services.</td>
<td>A.2.3. Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis. A.2.4. Developmental</td>
<td>March 15, 2009 and ongoing as part of the program review cycle.</td>
<td>Basic Skills faculty, Basic Skills Coordinator and Vice President for Student</td>
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<tr>
<td><strong>Program Review</strong></td>
<td><strong>A Organizational/Administrative Practices</strong></td>
<td><strong>B Program Components</strong></td>
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<td><strong>education goals and objectives are clearly communicated across the institution.</strong></td>
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<td>A.4.4. 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. (also B.2.1-B.2.5)</td>
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<td><strong>a)</strong> A Basic Skills Coordinator will be assigned to coordinate academic support and student services for students enrolled in developmental courses, to monitor student progress and to make recommendations for changes in policies, resources, and procedures.</td>
<td><strong>A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). A.4.4. 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.</strong></td>
<td><strong>B.1.4. Expanded pre-enrollment activities exist for students placed in developmental education courses.</strong></td>
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<tr>
<td><strong>c)</strong> A Basic Skills Coordinator will be assigned to coordinate academic support and student services for students enrolled in developmental courses, to monitor student progress and to make recommendations for changes in policies, resources, and procedures.</td>
<td><strong>September 1, 2008</strong></td>
<td><strong>June, 2008</strong></td>
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<tr>
<td><strong>b)</strong> A College Success counseling course geared to the needs of students enrolled in developmental courses will be offered and pre-enrollment outreach will occur based on placement testing. This course will provide structure for a comprehensive support program implemented by Counselors. Case management strategies will be used to follow and encourage student progress. Implementation of this course will be supported by tutors, advisors, librarians and Instructional Specialists who will implement learning modules on college success skills including information literacy, learning technologies, and college support services.</td>
<td><strong>Fall, 09:</strong> All students who place into English 62, English 71, or English 98 will be sent letters inviting them to attend an orientation session through College Success Initiative. Staff hired over the summer will hold four orientation sessions (two day sessions before classes start, one day and one evening session during the first week of classes) to welcome students to the college.</td>
<td><strong>Fall, 09:</strong> All students who place into English 62, English 71, or English 98 will be sent letters inviting them to attend an orientation session through College Success Initiative. Staff hired over the summer will hold four orientation sessions (two day sessions before classes start, one day and one evening session during the first week of classes) to welcome students to the college.</td>
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**September 1, 2008**

**President for Student Learning, Director of Learning Resources and President/Superintendent**

**June, 2008**

**Director of ESL and Noncredit Instruction, Contract and Community Education**

**Fall, 09:**

**Deans of Student Development and Special Programs, Director of Learning Resources, Basic Skills Coordinator, Counseling faculty, Basic Skills English faculty, Tutoring Coordinator**
<table>
<thead>
<tr>
<th>C Faculty and Staff Development</th>
<th>B.4.1. Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid</th>
<th>January 2009. Deans of Student Development and Special Programs, Director of Learning Resources, Basic Skills Coordinator, Counseling faculty, Basic Skills English faculty, Tutoring Coordinator, EOPS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Faculty and Staff Development</td>
<td>a) The Road to Success, a successful initiative involving faculty and staff from all disciplines in orientation, welcoming, and presentation of support services at the start of each semester, will be revived.</td>
<td>B.4.1. Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid</td>
</tr>
<tr>
<td>C Faculty and Staff Development</td>
<td>b) Course alignment meetings will be held in English and Math involving instructors who teach all levels. To ensure wide participation, stipends will be paid to participating faculty.</td>
<td>C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.</td>
</tr>
<tr>
<td>C Faculty and Staff Development</td>
<td>c) A planning group to develop a series of lectures, films, and workshops on methods of teaching and supporting students whose cultural, educational, socio-economic, ability, linguistic, and/or gender experience do not match that of the traditional college student. Develop a student panel to present at Convocation in spring 2009. Disseminate information via electronic newsletter.</td>
<td>C.3.2. Developmental education staff development activities are not based around one-shot workshops; rather, staff development activities are comprehensive and ongoing.</td>
</tr>
</tbody>
</table>
### Instructional Practices

**a)** Learning Center support will be enhanced through instructional modules in college success skills, including reading across the content areas and editing writing center and to facilitate active learning, study groups, and workshops.

**D.10.7** An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.  

*February, 2009*  

**Learning Center Director, Basic Skills Coordinator, Writing Center Coordinator**

**b)** The Transfer Prep Academy, a learning community pairing a transferable course with instruction in developmental English courses, will be expanded to a second semester.

**D.1.3** Developmental education emphasizes the cognitive development of students (e.g., contextualized learning, metacognitive skill development, and constructivism).

*August, 2008 and January, 2009*  

**Dean of Arts and Humanities, Librarians, Basic Skills English faculty, Social Sciences faculty, Testing Coordinator**

**c)** A new learning community will be offered for Basic Skills students in Math 95, pairing the course with a one-unit lab offering focused practice sessions of concepts taught in the classroom-based course.

**D.2.2** Developmental courses/programs implement effective curricula and practices for mathematics (small group instruction and learning labs).

*August 2008*  

**Dean of Math and Science, Learning Center Director, Basic Skills Coordinator**

**D**  

**Mentoring, counseling support, and academic support will be implemented for student athletes enrolled in basic skills courses.**

**D.3.5** College programs promote basic skills students’ social integration into and identification with the college environment.

*August 2008*  

**Dean of Student Development and Special Programs, Dean of Math and Science, Director of Athletics, counselors, Basic Skills Coordinator**

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### 2008-2009 Action and Expenditure Plan

**Long Term Goal (5 yrs.) for ESL/Basic Skills**

To create a comprehensive support center including a College Success Course to better serve students who need assistance with Basic Skills/ ESL and a program of professional development in culturally responsive teaching and student support services.

**Section A : Organizational/Administrative Practices**
## District: Marin
### College: College of Marin

### Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/Department(s)
---|---|---|---
A-1. Stage Two of developing a support center for students enrolled in Basic Skills English courses: personnel will be added in counseling, advising, and mentoring. | A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). A.1.5. Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution. A.5.3. A comprehensive learning assistance center provides support to developmental education students. | June 2010 | Vice President for Student Learning, Director of Learning Resources, President/Superintendent

A-2. Maintain BSI co-coordinators dedicated to organizing and facilitating training, workshops, orientation, and mentoring in the teaching of basic skills, and working closely with the learning communities coordinator to keep all aspects of the basic skills program unified and coordinated. | A.3. The developmental education program is centralized or highly coordinated. | October 2008 - ongoing | President/Superintendent, Vice President for Student Learning, Director of Learning Resources

### Section B ? Program Components

### Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/Department(s)
---|---|---|---
B-1. Conduct joint instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in courses in developmental writing and math. | B.3.2 Counseling and instruction are integrated into the developmental education program. | September 15, 2009 | Chair of Counseling and Matriculation Departments, Writing Program Chair, Math Program Chair, BSI Steering Committee

B-2. a) Share baseline basic skills data with all the campus divisions and ask them to analyze it, form questions, and request pertinent and useful research information. b) Create and implement an annual Basic Skills Research Agenda that incorporates and responds to Basic Skills needs as well as the Student Equity plan and provides baseline and trend data that may be used for course, program and services planning and decision-making. | B.3. Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. | December, 2008 | Director of Institutional Research, Vice President of Student Learning, BSI Steering Committee

October, 2009 | Webmaster, BSI Co-coordinators

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Signature, Chief Executive Officer | Date | Signature, Academic Senate President | Date
B-3. Design and implement a student welcome orientation day, to occur on the Saturday before the beginning of each semester so as to include all new students, family and friends. Welcome day to include workshops on financial aid, college success, selecting a major, and fun and interactive discipline-specific workshops.

B.1 Orientation, assessment, and placement are mandatory for all new students.

B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

| Section C | Faculty and Staff Development |

**District:** Marin  
**College:** College of Marin

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
</table>
| C-1. Implement monthly BSI lunch to support interdisciplinary efforts. Lunch should include a presentation by an expert on some topic selected by participating BSI members. | C-4. Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. | September 18, 2009 | BSI Co-coordinators  
Staff Development Director |
| C-2. Create support for learning communities linked to Basic Skills courses in English, Math, and counseling. | C-1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. | December, 2008 and ongoing | Director of Learning Resources  
Vice President for Student Learning  
Learning Communities Coordinator |
| C-3. Support faculty and staff ongoing attendance at conferences and workshops that facilitate a deeper understanding of the assessment, learning needs, and overall support of basic skills students. | C-2.3. Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C-3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities. | August 2008 and ongoing | Director of Learning Resources  
Vice President for Student Learning  
Staff Development Program Administrator  
BSI Co-coordinators |

**Section D | Instructional Practices**

**District:** Marin  
**College:** College of Marin

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
</table>
| D-1. Hire a half-time Basic Skills counselor to work in Basic Skills support center and with learning communities. | D-1. The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. | August, 2009 | VP of Student Learning  
College President/  
Superintendent  
Dean of Counseling  
BSI Steering Committee |
ESL faculty  
Basic Skills English faculty  
Math faculty |
| D-3. Improve and increase the effectiveness of instruction in Basic Skills English and math by reviewing/revising the curriculum of self-paced courses. | D-1. Curricula and practices that have proven to be effective within specific disciplines are employed. | October, 2008 and ongoing | BSI Co-coordinators  
Math faculty  
English faculty (Basic Skills, transfer and ESL) |
II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.

Objective 1a: Program reviews by English Basic Skills, Math, and ESL faculty address this objective. As one example, BSI co-coordinators met with Math faculty to provide support for changes in their basic skills curriculum and support services that should improve student retention and success. The draft plan is attached.

Objective 1b: Counseling: All Basic Skills students can access counseling and academic advising in the general counseling department. Basic Skills students who are qualified for EOPS and/or DSPS can receive specialized counseling from counselors who work in those areas. In the 2007-2008 BSI Action Plan, the Basic Skills committee included a recommendation for the creation of a Basic Skills student support center on the Kentfield campus. This center would include specialized counseling, advising, and mentoring, as well as learning services such as tutoring. The target date for completion for this project is June 2009.

Library: All Basic Skills students can fully utilize the library and the services it offers on the Kentfield campus (there is no library on the IVC campus). Basic Skills students also have access to the library at Dominican University.

Peer Tutoring: The Tutoring Center provides free peer tutoring for the Basic Skills math courses and beginning level credit ESL courses. The tutors are recommended by faculty members in appropriate disciplines, and are required to complete 2 units of tutor training as well as supplemental workshops. While many students are able to take advantage of these services, data from student satisfaction surveys in the last few years have indicated that some students have a desire for the Tutoring Center to be open more evenings and on weekends.

The English/Writing Lab: Staffed by instructors and instructional assistants, the English lab on the Kentfield campus offers reading and writing support for Basic Skills and transfer level English courses, as well as courses from other disciplines. The free Online Writing Center (OWL) offers writing support for students who cannot attend the lab during the hours it is open.

For more detailed information, please refer to the program reviews for these various departments. Note: the Tutoring Center program review was completed using a template designed just for the student services. Because of the size of the document, a paper copy is attached.
In an effort to help our students be more successful in our Basic Skills course, I am proposing that the following changes be discussed regarding our current Math 95 course offering: This document is divided into the following 8 areas:

A. **Change in units for current Math 95 with additional 1 hr of lab**

   Offer Math 95 as a 5 unit lecture course for those students able to complete the course in one semester.

   If offered as a 5 unit course then it should be offered either 5 days a week or 3 days a week;

   There should also be a mandatory 1 hour lab component as part of the course. The lab component could be students working on the computer using MYMATHLAB and having the students work with a tutor dedicated for Math 95.

B. **Offering Math 95 as a two part course: Math 95A, B**

C. **Offering a prerequisite arithmetic course (Math 85) for students not ready for Math 95**

D. **Support System for students taking Math 95 and lower**

E. **Change in cutoff scores from Accuplacer for Math 95**

F. **Having Math Advisor(s) direct students into appropriate level of Math 95**

G. **Adoption of new text for Math 95**

H. **Incorporating a common Final for the 5 unit Math 95 sections, a common final for Math 95A sections and a common final for Math 95B sections.**
The goal here would be to have a support system in place for students to give them the best chance of succeeding in the course.

B. **Offer Math 95 as a two semester lecture course with a mandatory 1 hour lab component as described above:**

Offer Math 95A and Math 95B, both 5 unit lecture courses for those students whom we have identified need 2 semesters to complete the course.

Within the Math 95A course more time can be spent on students learning/reviewing their math facts, through timed math fact tests, worksheets, and other in class activities.

In this way we have aligned our lower level math courses:

Math 95, Math 101, and Math 103 would now all be offered as a 5 unit lecture course

and

Math 95, Math 101, and Math 103 would all be offered in two parts each 2.5 units for those students needing extra time to be successful.

It makes sense to do this for Math 95 for the following reasons:

a) Math 95 is the underlying course needed for students to be successful in Math 101 and Math 103.

b) Math 95 is basically middle school math and all children in middle school have math 5 days a week for 45 to 50 minutes for a full year and so for us to think that our students can come in and be successful with less hours and less weeks is unrealistic

c) students in Math 95 need to be proficient in their math facts. As Instructors we have all found one underlying problem that has impeded our students from being successful in Math 95 and that is that they still count on their fingers and do not know their multiplication facts. We even have encountered this in our Math 101 and Math 103 courses.

d) By offering Math 95 as a 5 day or 3 day class the students get repeated instruction and drill which is what they need to be successful.

If the decision is to keep the Self paced courses then we would have to eventually align our Math Lab 95 course with the Math 95 lecture course. That is, the same book should be used for both the lecture and lab. We should not address any book changes for the math lab until we know the decision on the Self-pace courses.

C. **We may want to look at offering a prerequisite Arithmetic course**

for Math 95? call it Math 85, where students receive P/NP as grade.

1. This could be a late starting class or 6 week class that meets twice a week or whatever is decided where we drill students on their math facts, decimals, long division, and also show them some real life applications, such as
Finding discounts  Finding Perimeter and Area of Rectangles
Simple Interest  Rounding (using a number line to illustrate)
Making change  word problems involving one operation

Most, if not all, do not understand how math is used in everyday living

Students should be given timed math tests on addition, subtraction, multiplication and division facts as is done in elementary school

In class activities can be done to help them learn math facts

Repetition through in class worksheets and homework is imperative for these students to be successful.

D. Support System for students taking Math 95 or Math 85

As described above students would be required to spend an additional 1 hour in the lab with a dedicated tutor for these two courses.

There would be a login sheet where students sign in indicating that they have worked with the tutor and the tutor would sign the worksheets that were gone over.

We might want to look at the person who replaces Sean to have the desire and ability to be this liaison between these students and Instructors.

If there is no support system in place for these students then I feel that their success would be questionable.

E. Changing cutoff scores for Math 95/Adding an additional test to weed out students who should start with Arithmetic (Math 85)

5. We have to use the Assessment (Accuplacer) test to direct our students into the appropriate Math 95 course: We may want to consider adjusting the cutoff scores for Math 95 to make sure students get placed into the right Math 95 course. Also, we may want to look at having an additional test for students who need to start even at a lower level.

F. Math Advisors for Math 95

1. Math Advisors need to be available to students after they have taken the placement test to help them choose the right level of Math 95.

2. As we all know there will be students who place into Math 95 but really should take the Math 95A,B sequence.
3. It should be mandatory that all students who place into Math 95 sit with a Math Advisor to determine if they should take the 5 unit Math 95 course or the two semester course, Math 95A,B and then advise the students accordingly. I realize we cannot force them into the slower course but we should make them aware of the advantages of doing so.

G. Adoption of New Math 95 Text

1. I am currently looking through many different Basic Skill math books
   and will have a recommendation before the end of the semester.

2. No matter what textbook is chosen each night?§ homework should include
   problems on new concepts as well as problems on previous concepts
   Repetition is important for students in Math 95.

H. Incorporating a Common Final for all 5 unit Math 95 sections, a common final for all Math 95 A sections, and a common final for all Math 95B sections.

1. By having a common final it will provide us with a uniform assessment
   of the students taking the same course.

2. Instructors teaching Math 95 should together make up the common Math 95 final
   exam. Math 95A Instructors make up the common Math 95A exam and Math 95B Instructors make up a common Math 95B exam. We currently have a common final for Math 103.

3. In addition, I feel it would be beneficial to have a cumulative midterm. This
   would provide the instructor and the students with how well the students are retaining information that was learned at the beginning of the semester and how well they perform when presented with problems involving multiple concepts.

III. Faculty and Staff Excellence.

For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development
and renewal, and one that focuses on and values the teaching and learning process.

Objective 1a: Program reviews by English Basic Skills, Math, and ESL faculty will address this objective. The BSI has hired one temporary staff member to

Objective 1b: The Basic Skills committee is composed of a broad coalition of staff, faculty and administrators. As a group, many of us have participated in the BSI regional meetings and workshops during the past two years
including events at Santa Rosa JC, Canada College, and in downtown San Jose. In an effort to encourage professional development that focuses on the success and retention of Basic Skills students, the BSI committee at COM has
invited Vincent Tinto to present an all day workshop in the Spring 2008 semester, with a series of follow-up activities funded by BSI and developed by its participants. Other flex workshops related to Basic Skills are under development.
Spring Flex Program to Feature Renowned Educator Dr. Vincent Tinto

On Thursday, January 15, from 10 a.m. to 3 p.m., COM's Basic Skills Initiative (BDI) will host The Student Success Institute, a special Flex event for all interested faculty and staff. We are fortunate to have Dr. Vincent Tinto, a renowned expert on retention and the social dimensions of student learning as our presenter. Dr. Tinto has researched and written extensively on higher education, focusing on how colleges can build communities based on clear expectations, accessible support structures, and academic challenge. Dr. Tinto will also speak at the spring College Convocation Friday, January 16, from 10 a.m. to noon.

Dr. Tinto is currently a Distinguished University Professor at Syracuse University and Chair of the Higher Education Program. He received his Ph.D. in Education and Sociology from the University of Chicago, M.S. in Physics and Mathematics from Rensselaer Polytechnic Institute, and B.S. in Physics and Philosophy from Fordham University.

Thursday's Student Success Institute will begin with an interactive presentation from 10 a.m. to noon focusing on what research can tell us about creating a college culture that promotes student success. After lunch, from 1 p.m. to 3 p.m., participants will work in self-selected groups to develop a plan based on what they have learned. The BSI will fund participants in implementing some of these plans, so please arrange to attend with colleagues with whom you would like to collaborate. Here is a quote from Dr. Tinto's 2002 article Promoting Student Success in College:

"As in the case of goals, individual commitments will also change during the course of the student career. And like goals, those changes will necessarily mirror the character of individual experiences in college after entry. In this regard, one of the clearest outcomes of research on student departure is the finding that individual experiences within college after entry are more important to persistence and departure than what has gone on before entry. Though personality attributes and prior experience matter, they have less to do with departure, given entry, than do the quality of individual academic and social experiences within the college with other members of the institution, faculty, staff, and student."

January 14 and 15, 2009, are Independent Flex Days. Additional Flex activities will be announced in upcoming President's Briefings. Friday, January 16, the Mandatory Flex Day, will begin with the Spring College Convocation from 10 a.m. to noon (location to be announced). Department Meetings will be held from 1:30 p.m. to 3:30 p.m.

Faculty: Don't forget to submit your Fall Flex Verification Form to the Human Resources Office by Friday, December 19. Forms can be downloaded from the Staff Development Web Page at: http://www.marin.edu/com/ODP/StaffDevelopment/index.htm

IV. Community Responsiveness: The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.
Objective 1a: Program reviews by English Basic Skills, Math, and ESL faculty will address this objective, as it relates to their specific departments. In addition, administrative leadership of BSI has held a series of meetings with the Marin Teaching Network to investigate the implementation of a Summer Bridge program at COM open to students in Marin County high schools.

The Basic Skills Initiative in California involves a broad coalition of educators from the state and has created research groups to investigate and report on various aspects of Basic Skills in California Community Colleges. The Basic Skills Co-coordinators at COM act as liaisons to this larger group and disseminate information to the Basic Skills committee via email, and in person at meetings.

In January 2009, a COM Basic Skills steering committee will be formed comprised of faculty members from Basic Skills disciplines, counseling, area administrators, and the BSI Co-coordinators. This steering committee will set and implement the research agenda, plan and coordinate meetings of the larger Basic Skills committee, and conduct the annual program review.

Both of the BSI Co-Coordinators are subscribed to multiple listservs that facilitate communication with colleagues around the state and the nation regarding topics such as developmental education (basic skills), tutoring, and learning assistance. Becky Reetz is a member of the National College Learning Center Association and serves on the executive board for the Association of Colleges for Tutoring and Learning Assistance (ACTLA), a statewide organization dedicated to the improvement of learning assistance in universities and community colleges. Susan Andrien is currently a member of the National Association for Developmental Education (NADE): a group that seeks to improve the theory, practice, professional abilities, and programs related to developmental education.

Objective 1b: Program reviews by Counseling and Library faculty will address parts of this objective.

The Tutoring Center conducts multiple student satisfaction surveys each semester. Data provides guidance on changes to be implemented that reflect the needs and desires of the students the program serves (whenever possible).

Objective 1c: Various courses in the English and Math required sequences have been scheduled in a self-paced format at IVC for years. In an attempt to increase student success, the college ran several sections of these courses in a classroom format, although the numbers of students enrolled were low. At Kentfield, the hours of operation in the English Writing Center were greatly expanded in response to student surveys requesting more flexibility in tutoring hours.

Attachments:
Attachment #1: Tutoring Center Evaluation Survey Sample
Attachment #2: Peer Tutor Evaluation Survey Sample
Attachment #3: Math Tutoring Evaluation Survey Sample

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: Program reviews by English Basic Skills, Math, and ESL faculty will address this objective as it relates to the Basic Skills courses in their departments.

In the interest of increasing the overall improvement rate for the Basic Skills students at COM, the Basic Skills committee has outlined several action steps that will institute changes in the way services are delivered, and provide further data in the hope that we can begin to positively impact improvement rates. For more details, see the attached BSI Action plans from 07-08 and 08-09.

Objective 1b: Program reviews by Counseling, Library, and Tutoring staff/faculty address this objective.

Objective 1c: As at most colleges nationally, the student population in Basic Skills courses is more diverse than the student population in general. Vincent Tinto and others have written about the positive effects of learning communities and other approaches that are informed by an understanding of the social dimensions of learning. In addition, the planning to create a space on campus that is receptive to student identity issues has been supported by the BSI.

Attachments: Student demographics.

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1c: Expenditure reports are due three times a year to the Chancellor’s office. The BSI group, the Superintendent/President, and the Vice President for Student Learning have reviewed these reports before submission.

Attachments:

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.
Objective 1a: The process of examining the student improvement rates of a cohort of COM students over a five-year period has clarified many of the problems that many of us intuited but which we could not demonstrate. In addition to student success data at each level, we plan to examine this kind of data to learn how well our courses prepare students for success at the next level and throughout their academic careers. BSI helped to fund the first two years of such data, which have been used to form the planning of BSI. The next task is to bring that planning into collaboration with faculty at the departmental and college-wide levels. (Please see Action Plans appended to Goal 1)

Objective 1b: The tutoring program has based its annual planning cycle on data from student satisfaction surveys and consultation with faculty in every discipline. Faculty are brought into the planning process through referral of successful students who are trained as tutors, and faculty input is solicited throughout the semesters. Faculty in ESL and Math are also involved in the process of training student tutors to meet the needs of their students. Further information about counseling and the library can be found in their program reviews.

Objective 1c: The BSI committee is implementing several plans that will contribute directly to coordinated planning within and without departments. As part of the 2008-2009 plan, faculty from the English department are working to align course outcomes in an overarching effort to improve the improvement rates for Basic Skills students. The math department is also investigating SLO’s associated with their courses and strategies for improving their math 95 rates. The Basic Skills steering committee will gather this information and incorporate it into the Basic Skills Research Agenda. The subsequent research projects will provide data that will directly tie to the next phase of planning for the BSI group at COM.

Attachments:

VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

Objective 1e: Based on its year of self-assessment and an additional semester spent attempting implementation, BSI has as its major goal the development of a space conducive to student learning. In December 08 this idea will be discussed with the English and Basic Skills English faculty to facilitate planning. BSI’s collective description of this space is attached.

Attachments:

2) The CSI idea evolved from the recommendation in the recent Basic Skills English program review, written by Carol Adair, that recommends creation of a unified organizational unit that will centralize in one space academic support, counseling and student services for Basic Skills students. This initiative will provide the kind of personal, consistent outreach and support that is currently offered through EOPS. All Basic Skills students will levels of support is needed (counseling, advising, referrals, cohort building, etc.). It would include:

- Creation of a ?College Skills department? for all of College of Marin’s developmental, pre-transfer programs; include disability testing, personal and academic counseling, academic advising, tutoring and job skills as an integral part of this department’s curricular offerings. Ideally, this department should be housed in a unified space or ?home? for basic skills students on campus, where students can access all the services they need to use in one location. In a comprehensive support program model, developmental English students should find

- Links with COM’s workforce courses, county/local union training programs, job placement, etc.
- Academic advising, Academic and personal/crisis counseling provided by professional with expertise in working with developmental students and their issues.
- Links to on and off campus resources, such as child care, transportation, tutors,
- Social activities and clearly designated, institutionalized welcoming/orientation acti
- Electronic bulletin board announcing campus events.
- A unified two-semester program that links students with college services and resources through course offerings. Key to success would be capable and supportive instructors, thereby creating the emotional/academic motivation for the attainment of developmental educational goals for these students.
- A thorough communication of the philosophic, academic foundation of the program would need to be conveyed to all faculty, staff and administration, including the board, to garner program support. Identification of appropriate participants—students—would need to be formalized through early testing and additional resources. Consistent evaluation, assessments and review will need to be maintained, including academic tracking on student success to determine program effectiveness. Regular meetings will need to be structured into program for members.
I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.

The COM BSI spent a year conducting a self-assessment based on the systemwide document on best practices in Basic Skills education, and from the areas of greatest need developed our two Action Plans which have been approved by the statewide leadership. These action plans focus on the urgent goal of creating more effective pathways for students in basic skills courses to achieve success.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1) BSI's main recommendation has been the creation of a lab space where academic support for Basic Skills courses will be readily available, along with student support services. A space must be located for this initiative.

2) BSI has also recommended that a full-time reading specialist be hired to help update the courses in the required sequence and to assist faculty in integrating sound reading practices into Basic Skills courses. The current one-unit courses were created thirty years ago and scholarship in the field has changed considerably.

3) BSI recommends a number of formal mechanisms to ensure integration between areas of the college that are currently not integrated: Basic Skills instruction and counseling/student services and the two separate departments in which Basic Skills English is currently housed. In Math, faculty have just developed a proposal to increase the effectiveness of instruction in the Basic Skills courses as a result of a BSI initiative. English is beginning a project designed to involve faculty in Basic Skills English, English/Humanities, and ESL to align course outcomes. However, essential to all of these plans is an integrated home for Basic Skills support: CSI:Marin.

3) BSI plans to kick off a professional development initiative to help all faculty, staff and administration focus on the retention and success of our students from basic skills to transfer level on January 15 when Vincent Tinto is conducting an all-day Student Success Institute. The participation of faculty from a wide range of disciplines is needed to ensure the success of this initiative.

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.