



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Districtwide Basic Skills Initiative Summary

November 2017

**SDCCD District Office
Instructional Services Division**

Introduction

Many efforts to transform basic skills instruction are underway at San Diego City, Mesa, and Miramar Colleges, and Continuing Education. These efforts include Districtwide discipline discussions and acceleration of basic skills instruction.

To support these efforts, a San Diego Community College District (SDCCD) Basic Skills Initiative (BSI) Task Force was formed in 2015-2016 at the request of the Chancellor's Cabinet. The purpose of the SDCCD BSI Task Force was twofold: a) to provide recommendations on the levels of courses below transfer that could be offered at SDCCD Colleges and Continuing Education, and b) to determine the structure and institutional location of these courses.

The task force was representative of instructional leadership (i.e., faculty, vice presidents of instruction, deans, and district instructional services administrators). In 2015-16, the Districtwide BSI Task Force aligned all noncredit and credit courses to CB 21 rubrics and made seven recommendations for the second year of meetings. The outcomes of the second year are below.

English

Determination: The SDCCD BSI Task Force determined to reduce basic skills English courses from four levels below transfer (12 units) by offering **accelerated models** that add two to eight units to a transfer level English course.

The examples of acceleration models below require two to eight basic skills units:

- **Two Maximum Basic Skills Units** - San Diego City and Mesa Colleges
 - English 31 (2 units) and English 101 (3 units) co-requisite courses
- **Six Maximum Basic Skills Units** – San Diego City College
 - English 21A (2 units) and English 47A (4 units) co-requisite courses
 - English 101 (3 units)
- **Eight Maximum Basic Skills Units** – San Diego Miramar College
 - English 265C (2 units) and English 101 (3 units) co-requisite courses
 - (Prerequisites are: English 42 (3 units) and English 43 (3 units) or placement level R4/W4)

Determination: Establish a practice of **norming grading strategies and standards between colleges and Continuing Education**. For example, City college faculty invited Continuing Education faculty to attend one portfolio grading session at the end of spring 2017 as a pilot.

Mathematics

Determination: The SDCCD BSI Task Force determined the following standards:

- Two levels below transfer will become the standard for all three colleges.
- **Mathematics 34 and 38** will be offered as a noncredit option. **One-credit refresher courses** (15A, 15B, and 15C) will be moved to Basic Skills and will be offered as credit, with a noncredit option.
- Mathematics pathways by major will be established and made available to students.

Some examples of curriculum changes at the SDCCD Colleges are:

- **City College will eliminate MATH 34 (four levels below transfer) and MATH 38 (three levels below transfer).** Students who need instruction at these levels will be referred to noncredit courses.
- City College is proposing to develop **two mathematics explorations pathways** for implementation in fall 2018. Social science and business majors will be referred to two new courses that are one and two levels below transfer. Liberal Arts and Social Science majors which require transfer-level elementary statistics or Mathematics for the Liberal Arts will be referred to two new courses which will provide options for students who are one to three levels below transfer.
- City College Science, Technology, Engineering, Mathematics (STEM) students will be referred to the **revised traditional pathway** which includes MATH 46 (two levels below transfer) and MATH 96 (one level below transfer).
- Mesa College will continue to offer the **accelerated MATH 92 course (one level below transfer)** to non-STEM students.

English for Speakers of Other Languages

Prior to the development of the SDCCD BSI ESOL Workgroup, Continuing Education and College faculty rarely met to discuss curriculum alignment and the transition of students from one SDCCD institution to another. The Basic Skills Initiative Workgroup provided an opportunity for faculty to develop relationships and discuss key issues.

Determination: The SDCCD BSI Task Force determined to hold at least one **Continuing Education student visit at each college per semester.** In 2016-17, City and Miramar colleges hosted four field trips with Continuing Education ESL levels six and seven transition to college students.

2017-2018 Tasks

The Districtwide discipline meetings in English, mathematics, and ESOL will incorporate and achieve the following tasks in 2017-2018:

- English, mathematics, and ESOL noncredit curriculum would be reviewed and evaluated for approval by the college faculty toward a seamless noncredit to credit transition for students.
- The Curriculum and Instructional Council (and Student Services) will develop an Administrative Procedure that addresses the elimination of placement for eligible noncredit students to transfer-level English, mathematics, and ESOL courses to facilitate a **seamless transition from the noncredit to credit institutions**.
- **Review data annually** on retention, persistence, and success of students engaged in new models for acceleration and noncredit to credit transfer.

Additional Activities in Progress

- **College Connections:** San Diego Mesa College students and San Diego Continuing Education students are partnering to support the transition of students from non-credit to credit courses through onsite visits to prospective college students on San Diego Continuing Education campuses. Diverse teams of representatives are assembled of instructors and counselors from both schools, as well as former San Diego Continuing Education students.
- **What's Next?:** The "What's Next?" event showcases the multiple facilities, programs, and services available throughout the colleges and Continuing Education. The event is ideal for prospective and current students.
- **English Language Acquisition (ELAC) Proposed Curriculum:** ESOL curriculum was redesigned to focus on real language learning and integrate reading, writing, speaking, and listening skills. See addendum.
- **Reimagining Placement:** Districtwide discussions have begun on the impact of AB705 on placement levels.

Basic Skills Initiative Task Force Members

Chairperson: Dr. Stephanie R. Bulger, Vice Chancellor, Instructional Services

San Diego City College

Guillermo Alvarez, Faculty, Mathematics
Jennifer Boots, Faculty, ESOL
Renee Kilmer, Interim Vice President, Instruction
Anna Rogers, Faculty, English
Denise Whisenhunt, Vice President, Student Services

San Diego Mesa College

Donna Duchow, Faculty, ESOL
Andrew MacNeill, Dean, School of Humanities
Michelle Toni Parsons, Faculty, Mathematics
Chris Sullivan, Faculty, English

San Diego Miramar College

Becky Stephens, Faculty, Mathematics
Paulette Hopkins, Interim Vice President, Instruction
Kenneth Reinstein, Faculty, English
Kristin Krough, Faculty, English/ESOL
Mara Palma-Sanft, Articulation Officer

San Diego Continuing Education

Lorie Crosby Howell, Dean, Fashion/Sewing, Foods and Nutrition, GED Preparation/High School Diploma/Basic Skills
Natalie Lindenberg, Faculty, Basic Skills Initiative Coordinator and ABE/ASE
Leticia Flores, Faculty, Mathematics
Cat Prindle, Counselor, ESOL
Holly L. Rodriguez, Faculty, English
Maria Allan, Faculty, ESOL

SDCCD District Office

Gail Conrad, Disability Support Programs and Services
Shelly Hess, Dean, Curriculum Services

Basic Skills Initiative Workgroup Members

Chairperson: Dr. Shelly L. Hess, Dean, Curriculum Services

Ex Officio: Stephanie R. Bulger, Vice Chancellor, Instructional Services

San Diego City College

Anna Rogers, Faculty, English
Carlos DelaLama, Faculty, Mathematics
Jennifer Boots, Faculty, ESOL
Minou Spradley, Dean, School of Engineering & Technologies, Mathematics, Sciences, and Nursing
Renee Kilmer, Interim Vice President, Instruction
Trudy Gerald, Dean, School of Arts, Humanities, Communications & Telecommunications

San Diego Mesa College

Andrew MacNeill, Dean, School of Humanities
Michelle Toni Parsons, Faculty, Mathematics
Saeid Eidgahy, Dean, School of Mathematics and Natural Sciences
Tim McGrath, Vice President, Instruction
Tracey Walker, Faculty, ESOL
Wendy Smith, Faculty, English

San Diego Miramar College

Ann Gloag, Faculty, Mathematics
Becky Stephens, Faculty, Mathematics
Carmen Jay, Faculty, English
Denise Maduli Williams, Faculty, ESOL

San Diego Miramar College (continued)

Kenneth Reinstein, Faculty, English
Lou Ascione, Dean, School of Liberal Arts
Paulette Hopkins, Interim Vice President, Instruction
✓ Stefanie Johnson Shipman, Faculty, ESOL

San Diego Continuing Education

Cat Prindle, Counselor, ESOL
Corinne Layton, Faculty, ESOL
David Holden, Faculty, Math
Kate Alder, Vice President, Instruction
Leah Gualtieri, Faculty, English
Lorie Howell Crosby, Dean, Fashion/Sewing, Foods and Nutrition, GED Preparation/High School Diploma/Basic Skills
Magdalena Kwiatkowski, Faculty, ESOL
Maria Allan, Faculty, ESOL
Michelle Cruz, Faculty, English
Natalie Lindenberg, Faculty, Basic Skills Initiative Coordinator and ABE/ASE
Susan Morgan, Faculty, ESOL

SDCCD District Office

Jeff Higginbotham, Disability Support Programs and Services

English Language Acquisition (ELAC)

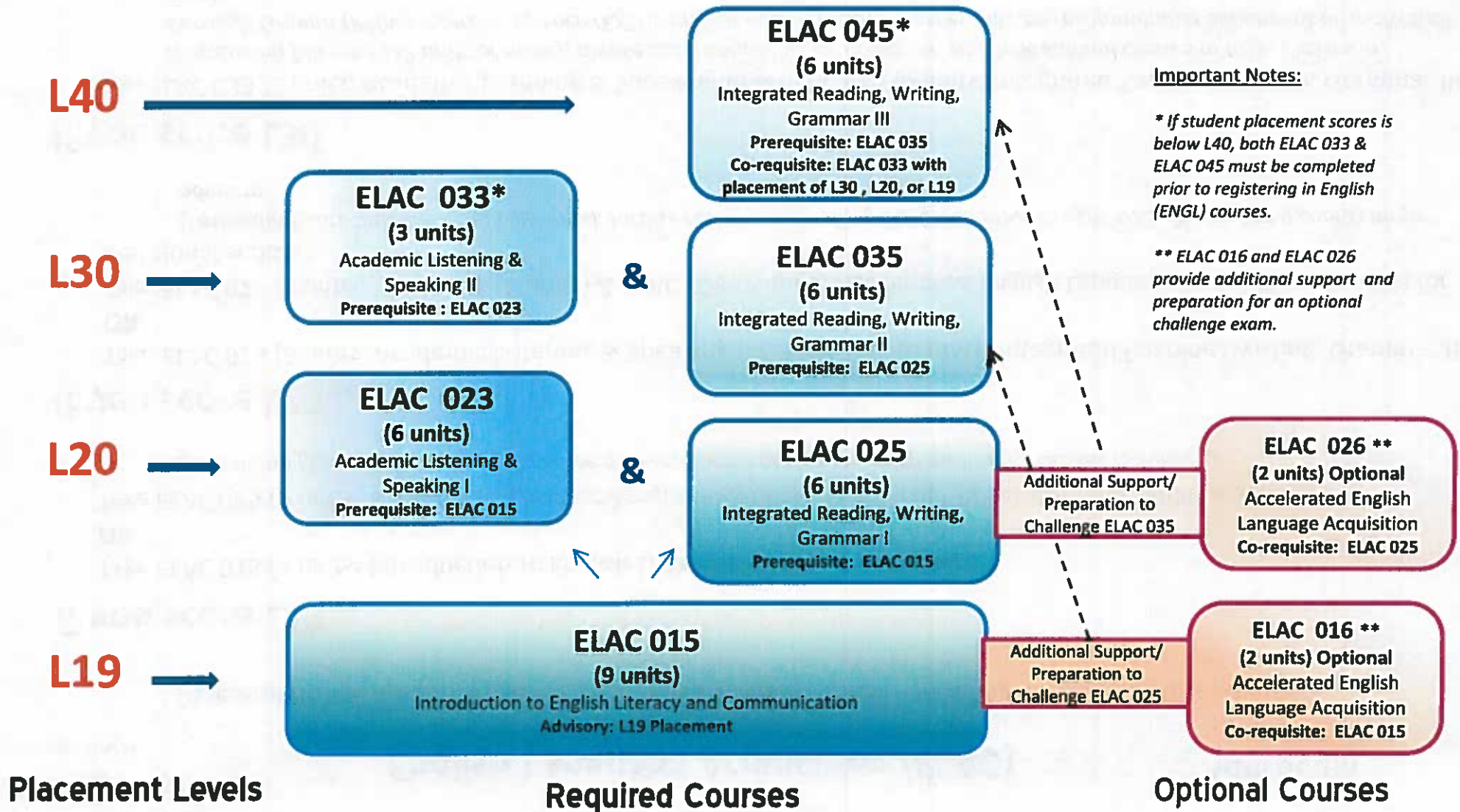
Proposed Path to English - 2018/2019 Academic Year – Pending Board and State Approval

ENGL 047A
Prerequisite: R3/W3 OR ELAC 045*

OR

ENGL 101 & 031
Prerequisite: R3/W3 OR ELAC 045*

After completing the ELAC program, students are eligible to take one of the English course options above.*



English Language Acquisition (ELAC)

Addendum

Assessment Placement Levels for 2018/2019 Academic Year – Pending Board and State Approval

If you score L19...

Take ELAC 015 (9 units: Introduction to English Literacy and Communication)

OR

Take ELAC 015 (9 units) & ELAC 016 (2 units: Accelerated English Language Acquisition) for additional support

If attending (12 units or more), please see a counselor for advice on which additional classes to take.

If you score L20...

Take ELAC 023 (6 units: Academic Listening & Speaking I) & ELAC 025 (6 units: Integrated Reading, Writing, Grammar I)

OR

Take ELAC 023 (6 units), ELAC 025 (6 units) & ELAC 026 (2 units: Accelerated English Language Acquisition: 2 units) for additional support

If attending part-time (less than 12 units), faculty recommend taking ELAC 023 prior to ELAC 025. Please see a counselor for advising.

If you score L30...

Take ELAC 033 (3 units: Academic Listening & Speaking II) & ELAC 035 (6 units: Integrated Reading, Writing, Grammar II)

If attending full-time (12 units or more), please see a counselor for advice on which additional classes to take. Classes in Personal Growth (PERG), Exercise Science (EXSC), and/or optional ELAC classes may be recommended dependent on individual needs.

If you score L40...

Take ELAC 045 (6 units: Integrated Reading, Writing, Grammar III)

If your placement scores is below L40, both ELAC 033 & ELAC 045 must be taken prior to registering in English (ENGL) courses - ENGL 047A or ENGL 101 & 031.

If attending full-time (12 units or more), please see a counselor for advice on which additional classes to take. Classes in Personal Growth (PERG), Exercise Science (EXSC), and/or optional ELAC classes may be recommended dependent on individual needs.