



# **Foundation Skills Comprehensive Plan**

**West Los Angeles College**

**March 8, 2011**

# Foundation Skills Comprehensive Plan

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## GOALS AND PLANNED ACTIONS

### Goal 1 – Develop new curricula and revise existing coursework.

<b>GOALS AND PLANNED ACTIONS</b>					
<b>Strategy: 1 Restructure college curricula.</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/ Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
1.A – Contextualize math and English foundation skills within specific vocational curricula.	Fall 2012	None: To be accomplished by faculty collaboration and support by chairs	<ul style="list-style-type: none"> <li>Math, English, and ESL faculty, vocational departments such as Allied Health, Aviation, Pharmacy Tech., Motion Picture Television Production</li> </ul>	<ul style="list-style-type: none"> <li>Modules of vocational courses addressing Foundation Skills.</li> <li>Foundation Skills courses for specific vocational programs.</li> <li>Courses have increased relevance/ applicability for students.</li> </ul>	<ul style="list-style-type: none"> <li>Courses approved and scheduled</li> <li>Number of students enrolled and retained</li> <li>Student retention, persistence and attrition</li> <li>Number of students receiving certificates</li> </ul>
1.B – Revise current foundation skills math and English curricula.	Spring 2012	None: faculty buy-in is biggest challenge	<ul style="list-style-type: none"> <li>Math, English, and ESL faculty</li> </ul>	<ul style="list-style-type: none"> <li>Revised courses approved and scheduled.</li> <li>Some courses include survival-skill instruction (e.g. time management and note taking).</li> <li>Some courses are centered around term-long projects to be presented and celebrated at the end of term.</li> <li>Model syllabi published.</li> </ul>	<ul style="list-style-type: none"> <li>Number of revised courses</li> <li>Increase in number of students successfully completing courses</li> <li>Increase in number of students progressing to next level</li> </ul>

Strategy 1: Restructure college curricula.	Target Date for Completion	Funding Implications	Responsible Person/Department/ Division	Desired Outcome	Assessment of Outcome
1.C—Provide short-term foundation skills classes.	Spring 2011	External funding	<ul style="list-style-type: none"> <li>• Math, English, ESL, and counseling faculty</li> </ul>	<ul style="list-style-type: none"> <li>• More rapid completion of Math and English sequences more rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of short-term courses offered</li> <li>• Increase in number of students successfully finishing courses</li> <li>• Increase in number of students progressing to next level</li> </ul>
1.D – Provide self-paced Learning Skills courses to remedy identified skills deficits.	Spring 2011	Seek funds for Diagnostic instrument	<ul style="list-style-type: none"> <li>• Learning Skills, and general education faculty</li> <li>• Matriculation director</li> </ul>	<ul style="list-style-type: none"> <li>• More rapid completion of modularized courses.</li> <li>• Pilot Diagnostic Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students assessed</li> <li>• Number of students enrolled in modules</li> <li>• Number of student completing modules</li> <li>• Number of students reassessing at higher levels</li> </ul>
1. E– Adopt and publish recommended preparation advisories across the curriculum.	Fall 2012	Include in current curriculum development, schedule and catalogue production	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Faculty updating courses</li> <li>• Division chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of courses with prerequisites.</li> <li>• Increased number of courses with advisories.</li> <li>• Prerequisites or advisories considered for all courses going through curriculum committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of courses with prerequisites published</li> <li>• Number of courses with prerequisites enforced</li> <li>• Number of courses with advisories published</li> <li>• Percentage of students succeeding in courses with new advisories or prerequisites</li> </ul>
1. F—Focus modularized Personal Development Courses on college-level study, college success and metacognition and help seeking behavior.	Fall 2012	None	<ul style="list-style-type: none"> <li>• Counseling faculty</li> <li>• Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Modularized courses.</li> <li>• Increased numbers of students in PD courses with greater success in other classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who completed PD courses attaining degrees and certificates</li> </ul>
1. G – Develop a PD Transfer course.	Fall 2012	None	<ul style="list-style-type: none"> <li>• PD faculty</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Students are informed about transfer options.</li> <li>• Increased number of students seek transfer option.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students transferring</li> </ul>

Strategy 1: Restructure college curricula.	Target Date for Completion	Funding Implications	Responsible Person/Department/ Division	Desired Outcome	Assessment of Outcome
1. H – Provide a comprehensive reading program to prepare students for college-level reading.	Fall 2012	Hire 1 faculty – FPIP prioritization required  Reading software required  Professional development for instructors	<ul style="list-style-type: none"> <li>Library/ Learning Skills and Language Arts divisions</li> </ul>	<ul style="list-style-type: none"> <li>Students use reading software.</li> <li>Reading courses adopted.</li> <li>General education faculty participates in faculty development.</li> <li>Language Arts and Learning Skills classes connected and aligned.</li> <li>Model reading syllabi published for instructor adoption.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students enrolled in reading classes</li> <li>Number of students completing courses with reading components</li> </ul>
1. I – Work with local high schools and middle schools to align English and math curricula.	Fall 2012	Minimal use web 2.0 technologies such as Skype, Survey Monkey and Google Groups	<ul style="list-style-type: none"> <li>Assoc. Dean, Teaching/ Learning Effectiveness</li> <li>Div. chairs</li> <li>Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>Project Presentation Fair for feeder school faculty, and West instructors.</li> <li>Increased collaboration between West faculty and feeder school faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback forms from feeder faculty visits to West</li> <li>Follow up online survey in 30 days, and annually to assess alignment</li> <li>Numbers of assessed students placed into transfer level courses</li> </ul>

# Foundation Skills Comprehensive Plan

## GOALS AND PLANNED ACTIONS

### Goal 2 – Student Support Services and Programs

<b>GOALS AND PLANNED ACTIONS</b>					
<b>Strategy: 2. I. Improve Effectiveness and Increase Utilization</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/ Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
2.1.A – Expand assessment, entry-level placement, and advisement.	Spring 2012	External funding	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Matriculation</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students assess upon entry.</li> <li>• Student advisement from faculty and peer counselors.</li> </ul>	Number of course completions, certificates and degrees
2.1.B – Provide diagnostic and placement assessment for new students.	Fall 2012	External funding	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Matriculation</li> <li>• Counseling</li> <li>• General education faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Data used to identify needs of students.</li> <li>• Diagnostic Skills Assessment implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing instruction</li> <li>• Number of students progressing through general education courses</li> <li>• Number of students completing certificates and degrees</li> </ul>
2.1.C – Expand orientation options.	Spring 2012	External funding	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Distance Learning</li> <li>• Faculty</li> <li>• Peer advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Group orientation for certificates, majors, and degrees.</li> <li>• Ongoing non-credit courses for group orientation of new students.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing orientations with SEPs</li> <li>• Number of students completing certificates and degrees</li> <li>• Number of students transferring</li> </ul>

<b>Effectiveness and Increase Utilization</b>	<b>Target Date for Completion</b>	<b>Implications</b>	<b>Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
2.1 D – Expand Faculty Advising	Fall 2011	None	<ul style="list-style-type: none"> <li>Professional Development Coordinator</li> <li>Counseling Division and Academic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>Discipline-specific advising to enhance counseling of students.</li> <li>Discipline specific faculty advising of students with declared majors.</li> <li>Program roadmaps for students from faculty advisors.</li> <li>Divisional orientations developed by faculty advisors and counselors.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students following academic maps</li> <li>Number of students completing and transferring</li> <li>Number of faculty advisors trained and serving students</li> </ul>
<b>Strategy: 2. 2. Enhance Counseling Services</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
2.2 A – Enhance and expand counseling services.	Spring 2012	External funding	<ul style="list-style-type: none"> <li>Counseling and Academic Senate</li> </ul>	<ul style="list-style-type: none"> <li>Substantial, accessible group counseling support that is accessible, and integrated with academic courses and programs.</li> <li>Continued group-counseling sessions for financial aid applicants.</li> <li>Monthly SEP workshops.</li> <li>Expedited development and approval of SEPs via Degree Works for first time students.</li> <li>Counseling internship program for graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students acquire and follow SEPs</li> <li>Number of students electing to take English and Math requirements early</li> </ul>
2.2. B – Implement a new Alert System.	Fall 2011	None	<ul style="list-style-type: none"> <li>Admissions staff,</li> <li>Counselors</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Workshops provided on Alert System in Tech Fair.</li> <li>Alert System reports and widely distributed and used.</li> </ul>	<p>Number of students obtaining faculty advisement and intervention</p> <p>Number of faculty trained</p> <p>Number of faculty using the Alert System</p>

<b>Counseling Services</b>	<b>Target Date for Completion</b>	<b>Implications</b>	<b>Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
2.2. C – Expand faculty and classroom involvement in the DSP&S program.	Fall 2011	None	<ul style="list-style-type: none"> <li>• DSP&amp;S</li> <li>• Counseling</li> <li>• Academic Senate</li> </ul>	<ul style="list-style-type: none"> <li>• Early intervention for students qualifying for DSP&amp;S program.</li> <li>• More effective connection between instructors and DSP&amp;S program.</li> <li>• DSP&amp;S class visits.</li> <li>• DSP&amp;S provides workshops for faculty and staff.</li> </ul>	<p>Number of DSP&amp;S students completing courses, certificates, degrees and transfer</p> <p>Number of faculty and staff participants in informational workshops and activities</p>
2.2. D – Provide multiple pathways for qualified students to demonstrate pre-requisites for college level classes.	Spring 2012	None	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Counseling</li> <li>• Academic Senate</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Website provides information on all pathways.</li> <li>• Pathways identified in schedule of classes.</li> <li>• Prerequisites from other colleges can be accepted via e-mail or FAX pending official documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students using new pathways</li> </ul>



<b>and Support Student Learning Communities</b>	<b>Target Date for Completion</b>	<b>Implications</b>	<b>Responsible Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
2.3. A – Institutionalize effective learning communities.	Fall 2012	Funding required for adequate staffing	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Learning Communities and Coordinators (Puente, FACE, Umoja)</li> <li>• College Council</li> <li>• Academic Senate</li> <li>• Faculty</li> <li>• College Researcher</li> <li>• Staff</li> <li>• ASO</li> </ul>	<ul style="list-style-type: none"> <li>• Communities incorporated into college structure.</li> <li>• Adequate funding levels provided.</li> <li>• Adequate staffing to support programs provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble and analyze research data</li> <li>• Assess best practices and student outcomes</li> </ul>
2.3. B – Leverage the learning communities concept college-wide.	Fall 2011	Requires funding	<ul style="list-style-type: none"> <li>• College researcher</li> <li>• Academic Senate</li> <li>• Counseling</li> <li>• Tutors</li> <li>• Faculty mentors</li> <li>• ASO</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making based on evaluation models.</li> <li>• Student Services and Academic Affairs connected.</li> <li>• Student tutors in Foundational Skills classes.</li> <li>• New student orientations expanded.</li> <li>• Peer counseling and classroom visits scheduled.</li> </ul>	<p>Number of students participating in Learning Communities</p> <p>Number of students completing courses, certificates and degrees</p>

Tutoring Programs	Target Date for Completion	Implications	Person/Department/Division	Desired Outcome	Assessment of Outcome
2.4. A – Strengthen tutoring programs.	Fall 2011	External funding required	<ul style="list-style-type: none"> <li>• Chairs of Math, and English</li> <li>• Faculty</li> <li>• HLRC Learning Skills Faculty</li> <li>• Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• All tutors certified with standardized training.</li> <li>• Students have easy access to tutors with direct knowledge of methods used in their classes.</li> <li>• Math and English instructors involved in tutor training.</li> <li>• In-class tutors for Math and English classes.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students using tutor services</li> <li>Number of hours of tutor services</li> <li>Number of students progressing in Math and English</li> <li>Number of students completing courses successfully</li> </ul>

# Foundation Skills Comprehensive Plan

## GOALS AND PLANNED ACTIONS

### Goal 3 –Increase Collaboration Among Faculty and Staff

<b>GOALS AND PLANNED ACTIONS</b>					
<b>Strategy: 3.1. Create Faculty Learning Communities.</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/ Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
3.1. A – Incorporate faculty learning communities into the college structure.	Spring 2012	External funding especially for start up for stipends and professional development	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Faculty</li> <li>• Division Chairs</li> <li>• Academic Senate</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors and counselors have models of effective instructional practices and opportunities to discuss and share instructional strategies.</li> <li>• Faculty pilot pedagogical strategies.</li> <li>• Mentor program enhanced, including training, for faculty and staff.</li> <li>• Semester-long orientation for new faculty.</li> <li>• Groups collaborating on projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating in learning communities</li> <li>• Number of innovations reported</li> <li>• Improved student performance by incorporating skills</li> <li>• Number of students receiving certificates</li> </ul>

Faculty Learning Communities	Target Date for Completion	Implications	Person/Department/Division	Desired Outcome	Assessment of Outcome
3.1. B – Create interdisciplinary professional learning communities.	Spring 2012	None	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• All faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty application of reflective practices builds a shared framework for student learning.</li> <li>• Regular colloquia for faculty idea trades.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of innovations reported</li> <li>• Improved student performance by incorporating skills</li> <li>• Number of students receiving certificates</li> <li>• Number of students persisting and successfully completing courses</li> </ul>
3. 1. C— Promote effective instructor best practices including self-assessment as part of faculty learning communities.	Spring 2012	Funding required to develop a self-assessment tool.	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• All faculty</li> <li>• Divisional Council</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty application of reflective practices and builds a shared framework for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating in learning communities</li> <li>• Number of innovations reported</li> <li>• Improved student performance by incorporating skills</li> <li>• Number of students receiving certificates</li> </ul>
3.1. D – Expose faculty to metacognition and help-seeking behavior. (See Appendix 1)	Spring 2012	Funds needed for professional development in metacognition	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• All faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty teach students about their own learning.</li> <li>• Faculty teach students help-seeking behavior.</li> <li>• Workshops conducted on facilitative behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students seeking help from instructors</li> <li>• Number of innovations reported</li> <li>• Improved student performance by incorporating skills</li> <li>• Number of students completing courses, certificates and transfer</li> </ul>

Faculty Learning Communities	Target Date for Completion	Implications	Person/Department/Division	Desired Outcome	Assessment of Outcome
3.1. E -- Solicit feedback from students focused on student learning. (See Appendix 2)	Fall 2011	None	<ul style="list-style-type: none"> <li>• All faculty</li> <li>• Academic Senate</li> <li>• ASO</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors gauge student learning.</li> <li>• Students apply new knowledge.</li> <li>• Feedback reflects student-learning outcomes for the class session.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing the course successfully</li> </ul>
3.1. F – Schedule regular, informal, group faculty meetings with the academic deans.	Spring 2011	None	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• All faculty</li> <li>• Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Day and evening meetings scheduled with focus on pedagogy and strengthening learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating in meetings with deans</li> </ul>
3.1. G – Schedule division meetings and include curriculum and pedagogy.	Fall 2011	None	<ul style="list-style-type: none"> <li>• Division chairs</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Division meetings will increase discussion of curriculum and pedagogy.</li> <li>• Increased faculty engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating</li> <li>• Number of meetings held</li> </ul>

Faculty Learning Communities	Target Date for Completion	Implications	Person/Department/Division	Desired Outcome	Assessment of Outcome
3.1. H – Use an Etudes Discussion Board or as a forum for curriculum and pedagogy.	Spring 2011	None	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• All faculty</li> <li>• Dean of Distance Learning</li> <li>• Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of Etudes as a platform.</li> <li>• Workshops on using Etudes.</li> <li>• Increased faculty exchanges on curriculum and pedagogy.</li> <li>• Faculty apply new strategies into classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating</li> <li>• Number of faculty applying strategies or curriculum ideas acquired from discussion boards in the classroom</li> <li>• Number of students participating in classes and being more successful</li> </ul>
Strategy: 3.2 Create Faculty Outreach Communities	Target Date for Completion	Funding Implications	Responsible Person/Department/Division	Desired Outcome	Assessment of Outcome
3.2. A – Develop collaborative professional sessions with K-12 instructors. and professors at four-year institutions.	Fall 2011	None: Use technology Skype, electronic surveys, visits, meetings	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Academic Senate</li> <li>• Faculty from K-12 and four year institutions</li> <li>• Campus researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogy and curricula aligned.</li> <li>• Institutional resources shared.</li> <li>• Data assessed and collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of meetings</li> <li>• Data generated from surveys of faculty in the process</li> </ul>

<b>Faculty Outreach Communities</b>	<b>Target Date for Completion</b>	<b>Implications</b>	<b>Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
3.2. B – Develop collaborative professional sessions with professors at four-year institutions.	Fall 2011	None: Use technology Skype, electronic surveys, visits, meetings	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Academic Senate</li> <li>• Faculty from four year institutions</li> <li>• Campus researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogy and curricula aligned.</li> <li>• Institutional resources shared.</li> <li>• Data assessed and collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of meetings</li> <li>• Data generated from surveys of faculty in the process</li> </ul>
<b>Strategy: 3.3. Strengthen Connection between Counseling, Faculty, and Staff</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
3.3. A – DSP&S provides referral training.	Fall 2011	None	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• DSP&amp;S</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training sessions for faculty and staff on serving DSP&amp;S students will include identification, referral and methods of providing accommodation in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty referring students to DSP&amp;S</li> <li>• Number of faculty providing “reasonable accommodation”</li> <li>• Number of DSP&amp;S students completing coursework</li> </ul>
3.3. B – by Counseling provides General Service Referral Training for faculty and staff.	Fall 2011	None	<ul style="list-style-type: none"> <li>• Division chairs</li> <li>• Faculty</li> <li>• Staff</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Risk factor identification taught to faculty and staff.</li> <li>• Referral plans are implemented in divisions by faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students referred for services</li> </ul>

# Foundation Skills Comprehensive Plan

## GOALS AND PLANNED ACTIONS

### Goal 4 – Augment College Organizational Structure and Staffing

<b>GOALS AND PLANNED ACTIONS</b>					
<b>Strategy 4.: Transform the college structure.</b>	<b>Target Date for Completion</b>	<b>Funding Implications</b>	<b>Responsible Person/Department/ Division</b>	<b>Desired Outcome</b>	<b>Assessment of Outcome</b>
4. A – Reconfigure a Foundation Skills or Student Success Committee.	Spring 2011	None: To be accomplished by faculty collaboration and support by chairs.	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• College Council</li> <li>• ASO</li> </ul>	Student Success Committee is established and meets regularly.	<ul style="list-style-type: none"> <li>• Completion of committee assessment form</li> <li>• Committee minutes</li> <li>• Number of innovations employed on campus</li> <li>• Improved student course completions, certificates, degrees and transfer</li> <li>• Number of faculty and staff who are aware of Student Success activities</li> </ul>
4. B – Participate in district-wide Student Success Committees and activities.	Spring 2011	None	<ul style="list-style-type: none"> <li>• Student Success Committee</li> <li>• Academic Senate</li> </ul>	<ul style="list-style-type: none"> <li>• West faculty, staff, and administrators participate in district wide Student Success activities.</li> <li>• Representatives share activities with campus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of innovations employed on campus</li> <li>• Improved student course completions, certificates, degrees and transfer</li> <li>• Number of faculty and staff who are aware of Student Success activities</li> </ul>



college structure.	Target Date for Completion	Funding Implications	Person/Department/Division	Desired Outcome	Assessment of Outcome
4. C – Hire an Associate Dean of Teaching and Learning Effectiveness.	Spring 2011	Funding for new position required	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• AFT</li> <li>• Faculty</li> <li>• Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased coordination of instructional effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of course completions, certificated, degrees and transfer</li> </ul>
4. D – Hire full-time Learning Skills instructors for the Learning Center.	Spring 2011/12	Funding for positions required.	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• AFT</li> <li>• Faculty</li> <li>• Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Two permanent full-time (English and Math) to staff the Learning Center, coordinate services for faculty, supervise tutors, and the writing lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing Learning Skills courses</li> <li>• Number of students using tutoring services</li> <li>• Positive Attendance for HLRC</li> </ul>
4. E – Recruit and hire faculty who are knowledgeable and enthusiastic about foundational skills.	Ongoing	None	<ul style="list-style-type: none"> <li>• Hiring committees</li> <li>• Chairs</li> <li>• Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty members apply best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing and transferring</li> </ul>

## APPENDIX 1

### 3.1.D

Metacognition refers to one's knowledge about their cognitive processes. Students engage in metacognition when they notice that they are not learning something. Many students know what it feels like to read and re-read a section of a chapter and still have no idea what they read. Often times, they feel helpless, but there are strategies that they can use to improve their cognition. First, they can read the headings, introductions, and conclusions of the chapters. Second, they can read tables, pay attention to the flow of the chapter. Third, they can consult their syllabus for the learning objective. Metacognitive practices include using simple strategies such as these to improve one's cognition. There are others that are obvious to educators, but are often overlooked by students. These include knowing the best environment to study, how much time one should study before a test. This also includes when one should ask for help. Students often lack help seeking behavior such as visiting an instructor during office hours. The result: students fall behind. To prevent this from occurring, instructors will spend time during the first three classes teaching students how to read their textbook, how to study, and how to identify when they need assistance. They will also use the time to encourage students to come see them. Furthermore, a college-wide webpage consisting of metacognitive strategies and encouraging help seeking can be posted on syllabi.

## APPENDIX 2

### 3.1.E

When students are not "getting it," there is often a difference between what is taught and what is learned. It is therefore, important to solicit feedback from students. Effective practices include handing out half or one-third sheets of paper and asking each student to answer simple questions at the end of class. Sample question: "What did you learn today? How can you apply this knowledge to your life? What is unclear for you: These questions allow students to focus on their learning and apply it. Student responses to these brief questions provide assessment tools for instructors.