

## **BASIC SKILLS COORDINATOR**

*Written by Jeannette Redding*

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### Job description:

1. Coordinate SLO alignment and tracking for basic skills courses (including primarily math sequence, English composition sequence, and ESL sequence).
  - a. Oversee English Success Academy revamp of courses
  - b. Coordinate SLO tracking and assessment for composition and ESL sequences
  - c. Conference with Marlene Dean re math Success Academy SLO tracking and assessment
  - d. Conference with Math Coordinator re “baton passing” from math basic skills to upper level math coursework
  - e. Meet regularly with ESL faculty to assist in tracking and assessment of SLOs
  
2. Coordinate with Professional Development Committee in promoting and enhancing professional development activities directly pertinent to basic skills delivery and interfacing with basic skills students across the curriculum
  - a. Develop and coordinate a Summer Basic Skills Institute
  - b. Recruit appropriate faculty to attend basic skills conferences
  - c. Develop a “reporting out” function such that faculty who do attend conferences can successfully share information with colleagues
  
3. Enhance coordination and communication efforts among the following:
  - a. EAC
  - b. EOPS
  - c. Counseling
  - d. Financial Aid
  - e. Math Coordinator
  - f. A&R
  - g. English “Natural English Transition” Position
  - h. Institutional Research
  - i. Success Academy
  - j. Adjunct Instructors
  - k. Administration

4. Be responsible for timely completion and filing of the following paperwork:
  - a. Basic Skills Assessment & Action Plan to be filed with the Statewide Basic Skills Initiative Director
  - b. Expenditure Reports: Due Jan. 30, 2009 and May 1, 2009 due to Juan Cruz, State representative coordinating Basic Skills Initiative
5. Working with Institutional Research at the campus level, track the impact of basic skills initiatives, such as Success Academy, etc.
6. Support Innovation with regard to Basic Skills, for example:
  - a. Success Academy
  - b. Integration of Learning Resource Center materials *into* traditional curriculum
  - c. Promote a better connection with adjunct faculty
  - d. Develop Faculty Inquiry Groups
  - e. Develop a Summer Basic Skills Institute
  - f. Reach out to Social Sciences/Sciences by securing subject-specific tutors and training such tutors in interfacing with basic skills students/issues
  - g. Work with Lucia Haro and Carmen Guerrero and CTE in relation to basic skills (e.g., development of a non-credit ESL program)
7. Represent Basic Skills in appropriate participatory governance meetings
  - a. Advocate for basic skills and use of buildings, for example, after the new Student Services Building is up and running, use of “abandoned” LRC building
  - b. Representing Basic Skills on Professional Development Committee, at the Senate, etc., and other appropriate participatory governance bodies.
8. Chair the Basic Skills Advisory Committee