

The Basic Skills Initiative: Student Success Continuum is funded by a grant from the Chancellor's Office



# Basic Skills Initiative

October 2008 | Newsletter

Issue II

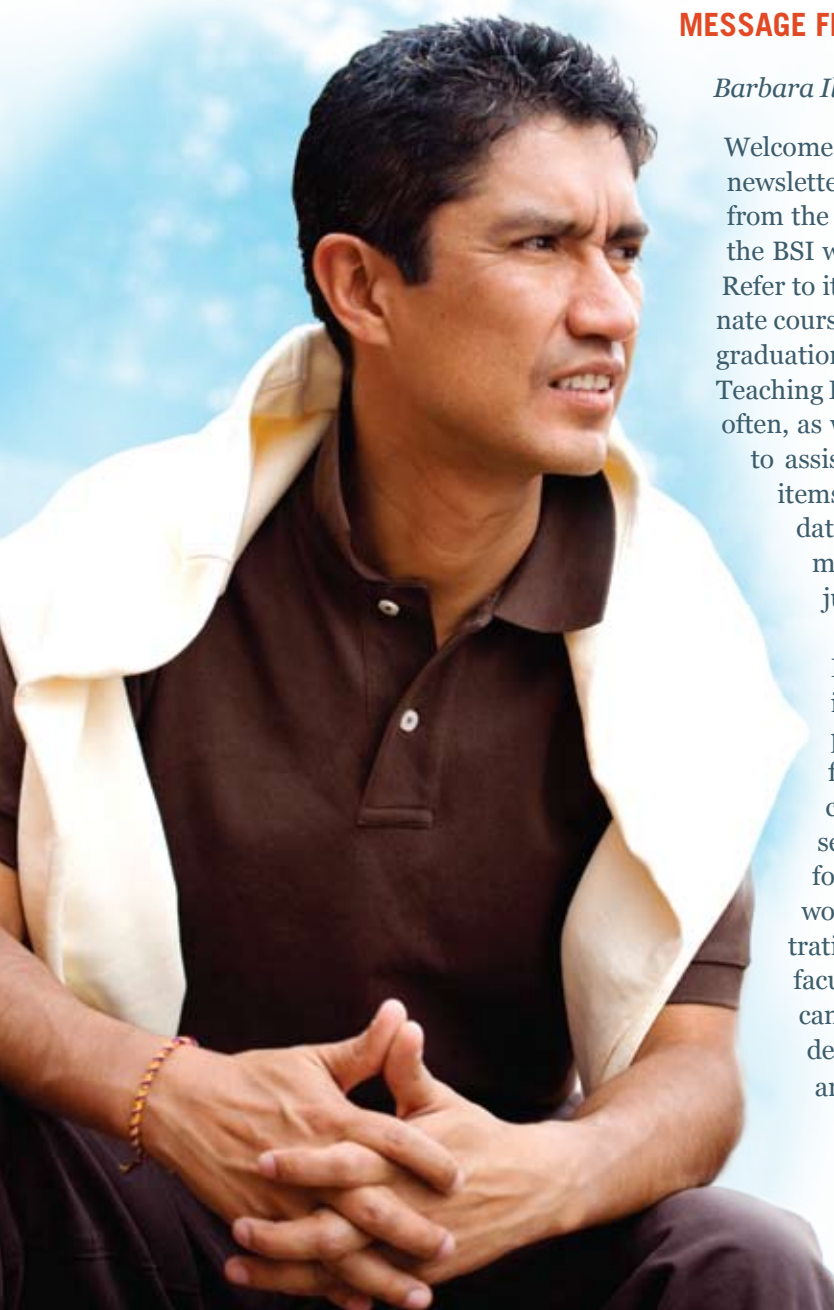
The BSI Handbook .....	3
Collaborations in ESL .....	3
Integrating Career Technical Education & Basic Skills .....	4
Discipline Sessions—Pre-Algebra .....	5
Take a Short Quiz about Community College Faculty .....	7
BSI August Institute, Basic Skills Coordinators' Sessions .....	8
Adjunct Issues .....	9
Project Coordinators .....	10

## MESSAGE FROM THE PROJECT DIRECTOR

*Barbara Illowsky, Foothill De Anza College*

Welcome to Issue 2 of the Basic Skills Initiative (BSI) newsletter. If you missed Issue 1, you may download it from the BSI web site (<http://www.cccbsi.org>). In fact, the BSI website has many resources to share with you. Refer to it for letters from the Chancellor's Office, alternate courses to meet the 2009 mathematics and English graduation courses, and materials from the BSI Summer Teaching Institute. We encourage you to visit the website often, as we are continuing to add additional resources to assist you with your work in basic skills. Future items will include additional literature reviews, a database of programs from our California community colleges, and a BSI handbook, to name just three of them.

In August, we held our first BSI Summer Teaching Institute, August 10-13, 2008, at the Newport Beach Hyatt. Colleges sent teams of one full-time and four part-time faculty to this free conference. Approximately 300 faculty—representing over 114 colleges and centers—gathered for four days of professional development, networking, and fun. The BSI grant covered registration, travel, lodging and food to ensure that any faculty member could attend, regardless of local campus budgets or policies. This newsletter is dedicated to highlighting the August Institute and its associated breakouts.



Over the course of the conference, participants attended discipline strands focusing on reading, writing, English as a Second Language, mathematics, career technical education, counseling, library and student services, or on being a Basic Skills Coordinator. Complementing the discipline strands were general sessions dealing with student learning outcomes, creating a culture of inquiry on campus and in the classroom, faculty roles in working with students with basic skills needs, describing our basic skills population, and creating and using rubrics. To round out those offerings, we had rotating breakouts in full-time faculty leadership, part-time faculty issues, communication in the classroom, using rubrics to drive learning for the student and instruction, learning communities, effective interventions using the student success factors index/early alert, helping our students REALLY get it by understanding neuroscience, deep Learning and self-regulated learning, student learning outcomes and assessment, and career technical education and contextualized learning modules.

Career technical education and the link between CTE programs and more typical basic skills programs were also examined in sessions which discussed statewide Career Advancement Academies and the Integrated Basic Education and Skills Training (I-BEST) program from Washington State. Faculty from all disciplines worked together to strategize how incorporate basic skills into career programs back on their own campuses.

Here is an unsolicited email from one attendee:

*Nancy, I want to thank you and the other BSI leaders for a wonderful conference in Newport Beach! As a new BSI Coordinator, I came back with some of the FABULOUS ideas that I heard from the other colleges! Then I gave my flex presentation, and even though I was nervous since I was so new, I was so pleased with how well it was received, even by those who questioned what the BS committee was doing. I have to say I truly believe that the conference in Newport Beach was a great contributor to our success! I learned SO much that I could incorporate into my presentation. THANK YOU!—Lisa B.*

The project coordinators and I recently met to plan the regional meeting for this fall. These events will be held:

**Basic Skills Leaders:** A two-day meeting (one person per campus—the coordinator or dean leading basic skills) will be held on October 16–17, 2008, at Cañada College and on November 13–14, 2008, North Orange CCD.

**Integrating Student Services and Instruction:** A two-day meeting will be held November 7–8, 2008, Kellogg Center (Pomona). The first day of this meeting will be for counseling faculty only and the second day other faculty are invited.

**Theory and Practice (CTE):** A two-day meeting will be October 10–11, 2008 in a North location, and November 20–21, 2008 at San Jose Marriott.

**Basic Skills Faculty:** A one day meeting will be held on October 17, 2008, in Doubletree Orange County.

**Administration:** A breakout will be held in coordination with the CIO Conference on October 29, 2008, at the Sir Francis Drake Hotel, San Francisco, CA

In addition to the fall regional meetings, a fall activity we are developing are “Workshops to Order.” Colleges will soon be able to request professional development on their own campuses based upon their own needs. “Workshops to Order” will offer a menu of presentations and activities that colleges can request. Presenters will travel to the colleges and provide a custom-made workshop.

To learn more about the BSI Summer Teaching Institute, the fall regional meetings, “Workshops to Order” and other programs, check regularly on the BSI website as we continue to add new items of interest.

## THE BSI HANDBOOK

*Marcy Alancraig, Cabrillo College and Janet Fulks, Bakersfield College, Project Coordinators*

The BSI Initiative Phase III has developed a permanent source of professional development resources in the form of a faculty handbook called **Constructing a Framework for Success: A Holistic Approach to Basic Skills**. Developed through the contributions of faculty, administrators and staff throughout the state, this resource provides the latest data about students with basic skills needs and also creates a resource toolbox for faculty in all disciplines. This handbook will be available online and in a downloadable format so that it can be modified for local training or used by individual faculty. This represents a single source for comprehensive information about students with basic skills, essential components of the Basic Skills Initiative, integration of Student Equity with basic skills planning and strategies to improve student success.

## COLLABORATIONS IN ESL

*Anniqua Rana, Cañada College, Project Coordinator*

“I feel prepared for my classes this fall,” commented one of the participants at the end of the three ESL sessions at the BSI Summer Institute this August. Providing adjunct ESL professors with strategies and materials that they could implement in their classes as soon as they returned to them was one of the objectives of these trainings. The challenge was to try and meet the needs of faculty teaching students who are at various levels and with multiple skills—reading, writing, listening and speaking to name a few—in both credit and non-credit ESL classes. The facilitators, Linda Choi, Anniqua Rana, Jenny Simon, and Mark Wade Lieu, therefore decided to focus on meta-linguistic awareness and strategies for students with different learning styles. Keeping the focus on these areas, the three sessions were designed to create a space for faculty from different areas to collaborate and share

materials, to help faculty teaching ESL, and to build on the resources already compiled in the BSI Handbook.

The first ESL session began with an overview of the resources available in the BSI Handbook, and participants found strategies they could take back to their classes in the fall. Not surprisingly, they were able to identify such strategies not only from the ESL section but also, as was anticipated by the compilers of the Handbook, from other sections. In fact, when the participants were asked as a follow-up to share a lesson plan that could be used in their classes when they returned to their campuses, one group focused on the strategies mentioned in the Reading section.

One participant commented that “so many great ideas were shared and generated” over the three sessions because the faculty brought with them such unique experiences and perspectives. What began as a challenge for participants ended up being beneficial because the sessions led to a “greater awareness of state programs and goals of the Basic Skills Initiative”, as another instructor mentioned.

The Summer Institute in general and the ESL trainings in particular created a greater awareness of the kind of information and support that ESL faculty at community colleges require to help their students with basic skills needs succeed. As some concerns were addressed, even more were highlighted. Some concerns that stood out included the need for campus involvement in the Basic Skills Initiative on the local and state-wide level. Other faculty were interested in how colleges are addressing assessment and placement for ESL students. There was also a strong desire to focus more on the most current research-based teaching and learning. Lastly, some of the ESL faculty identified the need for support and collaboration opportunities between non-Credit ESL and Career Technical Education (CTE).

Similarly to participants at the BSI Regional Trainings, the ESL faculty at the Summer Institute appreciated the time and space which provided a “chance to meet other college instructors and share thoughts”.

## INTEGRATING CAREER TECHNICAL EDUCATION & BASIC SKILLS

*Lin Marelick, faculty emeritus Mission College, Director ASCCC Bay Area Workforce Funding Collaborative*

The Academic Senate for California Community Colleges (ASCCC) has received a grant from the Bay Area Workforce Funding Collaborative (BAWFC) to work with the Basic Skills Initiative Phase III, creating a partnership to integrate curriculum and contextualize basic skills. The grant includes three focus areas: outreach/communication, literature review, and professional development.

The first step in achieving the outreach and communication portion for the grant was the inclusion of Career Technical Education (CTE) topics at the Basic Skills Institute in Newport Beach in August. The Institute's focus was on informing adjunct faculty about the Basic Skills Initiative and giving them strategies to increase their involvement with the BSI at their local colleges. CTE faculty were also invited to attend, and there was a strong turnout of representatives from various regions in the state.

The faculty attended three two-hour breakout sessions focusing on contextualized teaching and learning (CTL). In between CTL sessions, Linda Collins, Executive Director of the Career Ladders Project (who was instrumental in bringing the Washington State I-BEST presenters to the Institute), arranged for a three-hour presentation by our Washington State colleagues. Their morning presentations included an overview of the I-BEST program by

Israel Mendoza, Director of Adult Basic Education for Washington State, followed by a presentation by John Kerr, Director of the I-BEST program at Los Angeles Pierce College. In the second hour, the attendees heard from a panel of faculty who implemented the I-BEST program at Los Angeles Pierce College. The faculty from the Correctional Officers, Accounting, and Basic Skills education programs thrilled the crowd with descriptions of their successes and challenges.

The CTE breakout sessions were spirited and interactive. Attendees asked important questions about how they could take advantage of the resources at their colleges. They wanted to know what strategies would help them work with their basic skills colleagues. Another interest was sustainability and how to develop initiatives with sustainability in mind. The group discussed pre- and post-testing students, including the differences between assessment and evaluation.

The next step in the grant is to identify what literature is available regarding CTE basic skills and contextualized learning. Robert Gabriner, City College of San Francisco, is leading the work on that component of the grant.

The third component is to create a plan for a professional development community. Recruitment of faculty to work on an advisory committee that will inform this development is underway. The advisory committee will address success issues such as staffing, tools and resources, learning methodologies and assessment. We will be collecting input from CTE faculty around the state to ensure that the partnership between BAWFC and the ASCCC is very successful. I hope that you will encourage CTE faculty to participate.

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## DISCIPLINE SESSIONS—PRE-ALGEBRA

Joan Cordova, Orange Coast College, Project Coordinator

So much to do and so little time... Does that sound familiar? Something most instructors think at the beginning of each semester. It was déjà vu all over again! At the start of the discipline sessions held at the BSI August Institute we knew there would be three opportunities to cover so much material it didn't seem possible it would all get done. Miraculously, not only was it covered, the outcomes were startling!

Our outcomes seemed straightforward. There were two:

1. Understand necessary components (structure) of effective developmental mathematics pedagogy; and
2. Increase communication with developmental mathematics faculty—local campus and from other colleges.

To accomplish the first outcome we would

- ◆ Go through strands of the publication *Basic Skills as Foundation for Student Success in California Community Colleges* (Poppy Copy), emphasizing Strand D;
- ◆ Learn strategies for teaching, assessing, and team building that you can use directly in courses; and
- ◆ Hold BSI Handbook group discussions.

The second outcome expanded the discussion beyond the classroom:

- ◆ Professional organizations, electronic communications, meeting with colleagues; and
- ◆ Develop strategies for ongoing faculty discussions at home campuses.

Modeling effective practices was an overarching theme of the three sessions. Hence, our first two-hour session was started with name

game introductions. An unanticipated outcome was the whole group was able to talk to group members in other settings for the remainder of the institute! What a bonus!

The discussion concerning challenges of teaching students with basic skills needs was done in three steps.

1. List the challenges you have experienced on a 3x5 card.
2. Share your list with the members of your team by passing the cards clockwise around the group. As you review each card, mark all the items that apply to you.
3. Bring your team's top challenge to the large group list.

The list of challenges was long. Included were lack of preparation, underdeveloped study skills, inconsistent attendance, lack of confidence, basic fear of mathematics, sense of futility due to lack of coping skills (don't know how to approach new material), low reading ability, "life" interruptions and technological issues (cell phones and iPods in class).

With the challenges in mind each group was given a rubric they would be evaluated by and asked to devise a lesson that would accommodate as many of the effective practices from the Handbook and Poppy Copy as possible. What was not stated was our group would evaluate each lesson using the rubric and the top lesson from our group would be presented in the session where all mathematics groups came together.

The creativity, flexibility and ingenuity of these instructors was nothing short of amazing. They only had a few minutes to come up with a topic before we were out of time but each group was ready to submit their topics.

Starting our second two-hour session the teams were hard at work preparing their presentations. With very few materials they were basically working with a marker and paper but modeling interactive lessons. The two hours

flew by. Each group prepared its presentation—modeling group involvement of each group member—made a presentation to the large group, and then voted on the best group presentation. They were all terrific!

The group that presented ‘*Finding the circumference of a circle*’ creatively took the plates on the tables and pieces of paper to measure the diameter and find the number of diameter measurements it took to get around the plate. They used this to determine the ratio of the circumference to the diameter and developed the formula for the circumference of a circle.

*Prime Factorization* took a twist when we were introduced to see-through “post its”. Using a factor tree of a composite number, when a prime was written, a see-through “post it” was placed on top. The colored “post it” focused attention on the primes and helped guide the discussion of the prime factors.

The Great Carnac made an appearance when a group showed the importance of place value. The four step process led off with the Great Carnac knowing the answer which was handed to an objective member of the audience. Several audience members were given four digit numbers on color coded 3x5 cards. The presenter randomly selected a color and asked the individual to read their number. The individual digits were assigned to matching color columns. The vertical addition reinforced place value.

And the winner was...

The Number Line Rope. The Number Line Rope can be used to develop number sense, fraction sense, relative size of numbers, comparing fractions and estimation. Using a rope, students are handed index cards with numbers on them. (For whole numbers start with zero on one end of the rope and 10,000 at the other end; these two will be the end points for a bit.)

One at a time, students with various numbers are asked to decide where their relative position should be on the rope. Discussion with the class is welcome as they approximate where 4990, 2599, 9798 and other numbers would be. In comes 40,000. What happens to the currently placed numbers? You can see the discus-



*The number line begins.*



*More numbers are added.*

sion would develop understanding of relative size of numbers and other concepts.

Our third two-hour session was spent in a combined mathematics group. We reviewed our evaluation rubric which was used to evaluate the teaching demos. A few pictures and we were off to start the fall semester with new



*A much larger number is added*

ideas for our classrooms. These three sessions reinforced my belief in teachers with a reminder—give a mathematics teacher a pencil and a piece of paper and they create miracles!

### Professional Organizations

**AMATYC**, The American Mathematical Association of Two-Year Colleges, <http://www.amatyc.org>

**AMS**, American Mathematical Society, <http://e-math.ams.org/>

**AMTE**, Association of Mathematics Teacher Educators, <http://www.amte.net/>

**CMC3**, California Mathematics Council Community Colleges, <http://www.cmc3.org/>

**CMC3-S**, California Mathematics Council Community Colleges South, <http://cmc3s.org/>

**MAA**, The Mathematical Association of America, <http://www.maa.org/>

**NADE**, National Association for Developmental Education, <http://www.nade.net/>

**NCTM**, National Council of Teachers of Mathematics, <http://www.nctm.org>

## COUNTING ON YOUR COLLEAGUES: TAKE A SHORT QUIZ ABOUT COMMUNITY COLLEGE FACULTY

*Reprint of article printed in the September 2008 Academic Senate Rostrum*

*Janet Fulks, BSI Project Coordinator*

1. Approximately how many total faculty serve the 2.6 million students in the California community colleges?
  - A. 1 million faculty
  - B. 500,000 faculty
  - C. 200,000 faculty
  - D. 60,000 faculty
  - E. 36,000 faculty
2. Approximately how many faculty are tenure track and how many are temporary faculty (temporary faculty include part-time faculty and temporary contract)?
  - A. 80% full time and 20% temporary
  - B. 60% full time and 40% temporary
  - C. 50% full time and 50% temporary
  - D. 40% full time and 60% temporary
  - E. 30% full time and 70% temporary
3. Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?
  - A. 80% full time and 20% temporary
  - B. 75% full time and 25% temporary
  - C. 55% full time and 45% temporary
  - D. 50% full time and 50% temporary
  - E. 40% full time and 60% temporary

Why might this information be important?

***See page 11 for the answers.***

## BSI AUGUST INSTITUTE, BASIC SKILLS COORDINATORS' SESSIONS

*Nancy Cook, Sierra College, Project Coordinator*

Basic Skills Coordinators and leaders were excited to get together for discussions, questions, and general camaraderie during the Newport Beach August Institute. The sessions began with a brief look at the publication *Basic Skills as Foundation for Student Success in California Community Colleges* during which groups worked together to compare components of Strand A to the programs on their home campuses.

Coordinators then discussed the greatest challenges they faced on their home campuses. Groups selected one or two challenges and worked as a team to come up with possible solutions to those challenges. This activity generated a great deal of response, enthusiasm, and appreciation for ideas that might be used when coordinators returned home.

One issue of special interest to coordinators was how to get adjunct faculty more involved in their basic skills programs. As the session facilitator, I was able to share information from Valencia Community College in Florida that I learned at the 2008 National Association for Developmental Education Conference.

Finally, coordinators learned more about and discussed state funding for basic skills programs—the process, the way funding is determined, etc. Then the sessions ended with wonderful presentations from five different colleges about

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*One issue of special interest to coordinators was how to get adjunct faculty more involved in their basic skills programs.*

successful basic skills programs, projects, or activities that are currently running on these campuses. Many of those in attendance agreed that hearing about the fantastic things being done on other campuses gave them truly inspirational ideas for their own institutions.

Those in attendance at the sessions were eager to continue discussions with their colleagues across the state and asked for a fall institute especially geared toward issues faced by basic skills coordinators.

In order to facilitate continued discussion, Miya Squires from Butte College agreed to start an unofficial listserv for those who had attended the August Institute. We hope other basic skills coordinators—faculty and managers alike, or anyone interested in basic skills leadership—will join this list serve as well. If you are interested in joining, please contact Nancy Cook at [ncook@sierracollege.edu](mailto:ncook@sierracollege.edu).



## ADJUNCT ISSUES

Joan Cordova, Orange Coast College, Project Coordinator

Adjunct instructors face unique challenges on our campuses. During a session at the recent BSI August Institute, the participants focused on three main topics: Addressing the challenges of adjunct faculty, sharing effective practices and looking for strategies that can be implemented in the classroom to increase student success. This brief article will highlight the discussions.

### Challenges

First the challenges were listed. With 67 adjunct faculty representing 95 schools, and a combined total of 473 years of teaching experience, the list of challenges faced by individual teachers relative to being an adjunct instructor showed surprising similarities. The top four overarching items were:

1. lack of connection to the campus
2. lack of job security
3. lack of benefits
4. no office space

### Effective Practices

After identifying the challenges, the participants moved to finding solutions. The solutions varied as did the number of individuals and campuses. One repeated theme of the discussion was to talk to the administrators, faculty and staff at the college. It is important to keep the lines of communication open through email, visits and attending meetings. Networking on a campus was seen as an essential part of the day. This discussion led several participants to different solutions including additional non-faculty assignments, sharing an office with a full-time faculty member with different daily schedules and more favorable class assignments.

Despite the inherent challenges adjunct faculty face, their creativity and adaptability was unmistakable as the conversation led to their very effective classroom strategies.

### Classroom Strategies

Not surprisingly, many of the strategies listed included conversation with students and between students. At the top of the list of strategies was learning student's names. There were several techniques presented, including a first day activity where the class forms a large circle around the classroom and asks for a volunteer to start, with the instructor standing to the right of the volunteer. The volunteer then says, "Hi, my name is <first student's name goes here>". The person to the left of the volunteer then says, "Hi, this is <first student's name> and my name is <second student's name goes here>". The activity continues to the left until it reaches the instructor who now has to remember ALL the students' names in the class.

Group work, encouraging students to ask questions and participate in class, turning a lecture into a discussion, active learning through lecture/questions, starting the class with a prompt (classroom assessment), conferring with students about assignments, and providing rubrics so the students know what is expected were all

additional strategies listed to involve students in the class and increase their success.

There are a number of other effective strategies for part-time faculty provide in

Chapter 17 of the BSI Handbook. This chapter was provided to the participants for feedback and will soon be available on the BSI website.

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## PROJECT COORDINATORS

*Julie Adams, Executive Director, Academic Senate*

This phase of the Basic Skills Initiative has been very successful. Similar to Phase II of the Initiative, regional meetings were held, as well as the successful August Summer Institute. During these events more than 1,728 faculty, administrators and staff from more than 121 colleges and centers were provided information and training on effective practices for students with basic skills needs. The Phase III grant was awarded in February and planning began immediately. Within a matter of a few months, seven regional meetings were held across California. As you might imagine, the coordination of the seven regional meetings and one summer institute could not have occurred without the leadership of faculty and the assistance of staff. It is with sincere gratitude that the Academic

Senate thanks those responsible for the incredible work done on behalf of the State of California and the students attending our California community colleges. The BSI project coordinators were instrumental in planning, coordinating, and moderating the seven regional meetings and the summer institute and developing the BSI Handbook. These remarkable faculty members are:

Marcy Alanraig, Writing, Cabrillo College; Jan Connal, Counseling, Cerritos College; Nancy Cook, Basic Skills, Sierra

College; Joan Cordova, Mathematics, Orange Coast College; Wade Ellis, Mathematics, West Valley College; Janet Fulks, Biology, Bakersfield College; Dianne McKay, Reading, Mission College; Bob Pacheco, Reading & IR, Barstow College; Anniqua Rana, ESL, Cañada College Gary Williams, Instructional Assessment, Crafton Hills College

In addition to the above project coordinators, the Senate would like to thank Barbara Illowsky, Mathematics, De Anza College, for her leadership as the director for the project. As the director for both Phase II and III, Dr. Illowsky has helped to bring the work that California is doing on basic skills to a national level.

Finally, the Senate would like to thank its Senate staff. The exceptional staff support that the Senate Office provides allows the Senate to provide services to our 110 California community colleges on a number of important projects such as BSI.

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## Answers

### QUESTION 1 - D

Approximately how many total faculty serve the 2.6 million students in the California community colleges?

- A. 1 million faculty
- B. 500,000 faculty
- C. 200,000 faculty

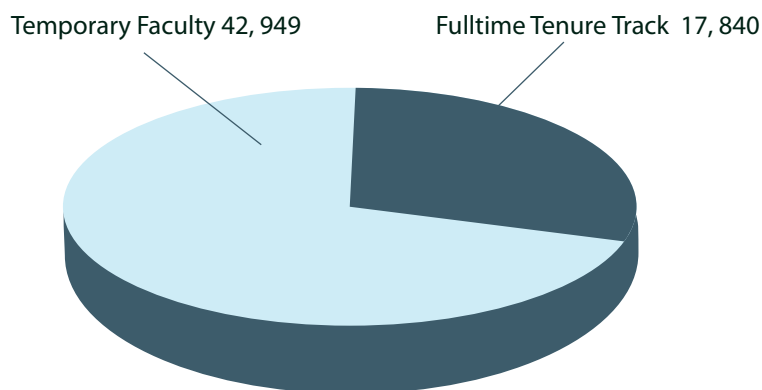
### D. 60,000 faculty

- E. 36,000 faculty

According to the latest report by the Chancellor's Office there are 60,789 faculty in the California Community Colleges.

Full-time Tenure Track Faculty Number	Tenure Track Faculty Full-Time Equivalents
17,840	19,723
Temporary Faculty Number	Temporary Faculty Full Time Equivalents
42,949	16,149
<b>Total faculty in the CCC's 60,789</b>	

**Number of Faculty in California Community Colleges**



### QUESTION 2 – E

Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?

- A. 80% full time and 20% temporary
- B. 60% full time and 40% temporary
- C. 50% full time and 50% temporary
- D. 40% full time and 60% temporary

### E. 30% full time and 70% temporary

42,949 are temporary faculty. This represents 71% of the faculty. Tenure track faculty represent 19,723 faculty in the system, only 29% if you are looking at sheer numbers of faculty.

### QUESTION 3 – C

Approximately what percent of the full time equivalent faculty (FTE) does each of these groups represent?

- A. 80% full time and 20% temporary
- B. 75% full time and 25% temporary

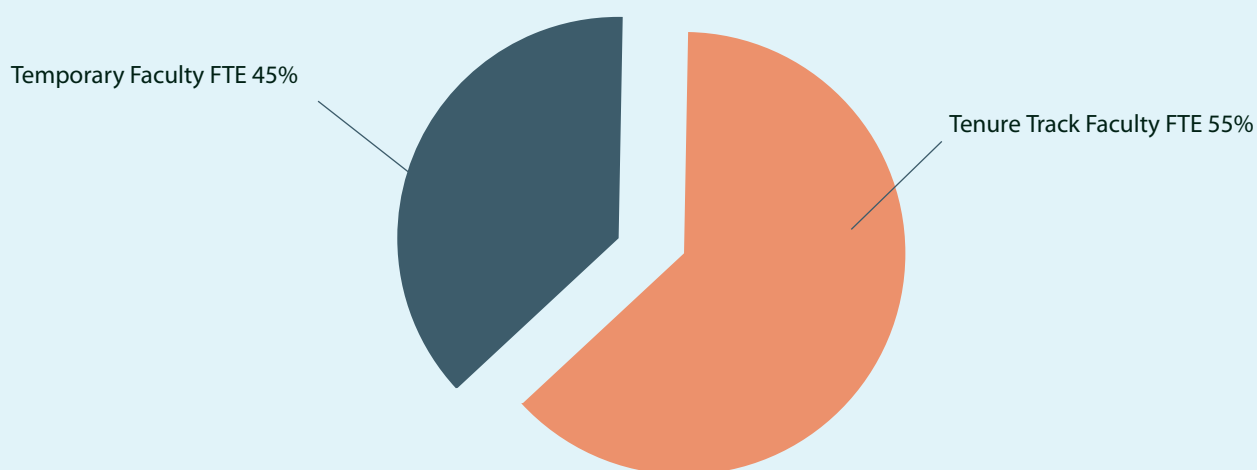
### C. 55% full time and 45% temporary

- D. 50% full time and 50% temporary

- E. 40% full time and 60% temporary

The FTE percentage of tenure track and temporary faculty are 55 and 45 percent respectively. These numbers illustrate the very significant and essential contributions of temporary faculty. In addition, a recent study indicates a significantly higher percentage of part time faculty teaching basic skills courses than other courses and this mirrors a nation-wide trend. Take a

## Number of Faculty in California Community Colleges



moment to consider the resources these faculty have. How do they get professional development? How connected are they to our statewide Basic Skills Initiative?

Trained, supported, and informed faculty are essential to student success. In addition, as we consider the Basic Skills Initiative, SLO Assessment and Accreditation challenges, we need faculty with professional development beyond their discipline fields. At a recent Basic Skills Steering Committee meeting, Dr. Shannon of Chaffey College emphasized the importance of seeing our part time faculty pool as a source of knowledgeable faculty. He underscored the importance of viewing part time faculty training as an investment in our CCC system's future.

ASCCC knows that we cannot achieve our statewide goal of increasing basic skills success without providing resources and training to part time faculty. Some of this training occurred at the August 2008 Basic Skills Institute in Newport Beach. Teams of faculty from 70 California community colleges (made up of one full-time faculty accompanied by up to four part time faculty) came for an update on BSI statistics, goals, resources, and direction. Institute faculty spent a great deal of time on pedagogical tools specific to their disciplines.

When these faculty return to their home colleges, they will have important information and tools to share with their colleagues. They have become an integral part of the Basic Skills

Initiative; a statewide focus to address student success.

We know that the challenges for part time faculty are great. Often they have no email, computer, offices, or professional development! Some have never met another faculty member on their campus in their discipline; contact has been limited to paperwork and administrators. What is your participation quotient in moving our field of part time faculty forward, providing resources and training?

Student success, particularly in basic skills, will depend upon recognizing and including those 42,949 temporary faculty in training and planning. What is your college doing? Consider how to incorporate part time faculty in your college-wide training. ASCCC believes we cannot move forward without them! And don't forget that you can compensate them with some of your basic skills funding.

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