

Chapter 20



Where to go From Here: Building Maintenance and Expansion

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Chapter 20



Where to go From Here: Building Maintenance and Expansion

The key question for any college working to support basic skills students is how to maintain and expand the effort. As the strategies and effective practices documented in this handbook clearly demonstrate, wonderful work is being done throughout the state. But it is usually occurring in small pockets, reaching only a portion of basic skills students. How can we ensure that the programs, pedagogies and strategies listed in this handbook are available for the 70% -85% of our incoming students who have basic skills needs? What can your college do to expand the services it is already providing and institute new programs and strategies? This chapter attempts to provide some suggestions.

First, Take Your Own Temperature

Before thinking about how to expand the efforts at your college, it is important to see where you are in terms of working with basic skills students. In Chapter 3 of this handbook, you took an assessment quiz and placed yourself on one of two rubrics. After rolling up your sleeves and working with the handbook, have you changed? Take the assessment quiz again.

Self-Assessment Quiz

General Knowledge about California Community Colleges, Basic Skills Students and Yourself.

A note about answering these questions:



- This is anonymous. Answer honestly; no one is looking.
- This is self-assessment.
- For each question, please select the best answer.

1. Approximately what percent of California Community Colleges students assess into one or more basic skills course in reading, writing, ESL or mathematics?
 - a. 0%
 - b. 25%
 - c. 35%
 - d. 50%
 - e. Over 70%

2. What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?
 - a. 10%
 - b. 20%
 - c. 40%
 - d. 60%
 - e. Over 70%

3. The definition of basic skills is: Those foundation skills necessary for students to succeed in college-level work in
 - a. Reading
 - b. Writing
 - c. Mathematics
 - d. English as a Second Language (ESL)
 - e. Any of the disciplines above as well as learning and study skills

4. How many students who start three or more levels below college level actually make it to a college level course?
 - a. Less than 10%
 - b. 15% - 30%
 - c. Approximately 40%
 - d. Over 60%
 - e. 80% or more

5. What is the AVERAGE number of hours our California community college students work per week? (as reported by the Chancellor's Office)
 - a. 8 hours/week
 - b. 16 hours per week
 - c. 24 hours per week
 - d. 28 hours per week
 - e. 32 hours per week

6. Which of the following is true of students with basic skills needs in California community colleges?
 - a. They generally assess uniformly low on placement tests in all areas; reading, writing, mathematics, and ESL.
 - b. They may assess low on placement tests in one discipline while testing at college-level in other areas (i.e. a college level writer but require additional work in mathematics).
 - c. They are easily identifiable in our classes by sex, age or ethnicity.
 - d. They usually have learning and study skills necessary to succeed in college-level work.
 - e. They are found only in the California community colleges and are only rarely found at the University of California (UC) and California State University (CSU) campuses.

7. Which of the following is true about student success in basic skills courses?
- The success rate in basic skill classes is the same as other college class success rates.
 - Ethnic diversity has no effect on student success in basic skills.
 - There are obvious and very different success patterns in basic skills courses based on ethnicity.
 - Students that take basic skills classes always do better in the college level classes.
 - The majority of basic skills students complete the entire basic skills class sequence.
8. Latina/o students represent the fastest growing population of community college students (averaging 27% of California community college students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
- 5% -15%
 - 15% -30%
 - 30% -45%
 - 45% -50%
 - 50% -65%

Self-assessment

- **Answer these questions realistically with regards to your present work.**
- **Select the answer that most closely represents your belief and practice.**

9. In the courses I teach and/or in the work that I do with students (e.g., as a counselor, librarian) I consider student learning styles
- Irrelevant with no conclusive research.
 - Possibly significant, but I don't know much about them.
 - Valid, but the students should adapt learning styles to teaching styles.
 - Important, but I don't know how to incorporate them into my class or work with students.
 - Essential, I include students learning style analysis opportunities for students and I adapt my work in consideration of various learning styles.
10. I inform students about expectations by:
- Referring students to the student expectations in the catalog or student handbook.
 - Informally discussing my overall expectations with the students.
 - Providing clearly documented expectations specific to the situation (e.g. instructions, process handout, syllabus, or rubric).
 - Describing a wide range of expected student behaviors associated with academic achievement, intellectual and psychosocial development, and personal responsibilities.
 - All of the above.

11. Concerning the design of your course or the way you interact with students in student services, which is **most** true? (Select the single answer that best represents your practice.)
- I have worked hard to create the course organization or student interaction dynamics as it is now and I am satisfied with my work.
 - I have worked on my interactions with students/course design and attempt to assess its effectiveness, but have been unable to incorporate assessments or any changes.
 - I regularly reassess my interactions with students/course design, content, and strategies.
 - I regularly reassess my course content, design and teaching strategies then document and share those changes and the data that led me to make them with my colleagues.
 - I adopted my course design or student interaction style from a senior faculty member and it has served me well.

12. On a **regular basis**, in my work with students, I **require** them to

I. Work collaboratively or join a learning community	VI. Communicate with me via e-mail or office visit
II. Review and analyze their work	VII. Give oral presentations
III. Create projects or products involving multiple components of high level application	VIII. Participate in field trips or observations of current relevant applications
IV. Turn in written work	IX. Attend at least one office hour
V. Examine complex problems or case studies	X. Become involved in campus or community activities (service learning)

- None of the above are required
 - One of the above is required
 - A few of the above are required
 - I require at least five of the above
 - I require all of the above in my work with students
13. In my work with students I
- Do not have planned assessments.
 - Occasionally assess students.
 - Limit assessments to final summative assessments such as exams or final report.
 - Assess students frequently, including formative and summative assessment.
 - Assess students frequently in a variety of different ways (projects, labs, quizzes, case studies), taking into account various learning styles, and authentic to real world tasks that relate to my course material.
14. The feedback I provide students is
- Oral only.
 - Written only.
 - Either oral or written depending on the situation.
 - Either oral or written feedback and within hours or a couple of days at most.
 - Some form of oral or written feedback as quickly as possible and based upon criteria or a rubric with diagnostic and specific information.

15. I consult with colleagues on my work with students
 - a. Very infrequently or never.
 - b. Occasionally.
 - c. In department meetings.
 - d. When accreditation or program review requires dialog.
 - e. On a regular and scheduled basis to improve practice.

16. I believe that student interactions and classroom instruction should
 - a. Allow students the opportunity to express what they know.
 - b. Respect diverse talents and ways of learning including potential cultural differences or perspectives.
 - c. Emulate real world experiences, not those unique to academic environments.
 - d. Consider first what the student needs to learn and be able to do, then second what information or content is essential.
 - e. All of the above.

17. With regards to professional development dedicated to student success and basic skills
 - a. I do not participate usually.
 - b. There are very few options on our campus, but I would participate.
 - c. I participate in some faculty development opportunities on my campus.
 - d. I participate in faculty development opportunities in venues outside of my campus.
 - e. I participate in faculty development opportunities on my campus and in other venues. (such as statewide, national, online or other professional meetings).

18. Which of the following would be most beneficial to increasing student success in your area of work?
 - a. Principles of learning theory.
 - b. Specific pedagogical and student service practices.
 - c. Holistic student development.
 - d. Culturally responsive teaching theory and practices.
 - e. Curricular and program alignment strategies.

(A matrix linking these self-assessment questions to the *Effective Practices in Basic Skills as a Foundation for Student Success in California Community Colleges* and other seminal literature is found in the Appendix 1.)

Examining our Practices



The following exercises use a series of rubrics to stimulate self evaluation with regard to effective practices. There are three rubrics and you should complete the rubric or rubrics consistent with the type of student involvement you have.

Rubric 1: Student Services

The first rubric addresses student service interactions such as counseling, library, financial aid, student clubs and student government, etc.

Rubric 2: Instructional Services

The second rubric addresses instructional interactions in the classroom, tutoring lab, library, or counseling, etc.

Rubric 3: Administrative Services

The third rubric addresses administrative duties that direct and support our services and instruction to students. This rubric is in the experimental stages as we try to define the effective practices that enhance and build a foundation for meeting those basic skills needs addressed in the Basic Skills Initiative.

The rubrics on the next pages provide another opportunity for self-assessment of our practice based upon important principles of good undergraduate education and principles of good practice for student affairs. Both *The Principles of Good Practice in Undergraduate Education (1987)* and *The Principles of Good Practice for Student Affairs (1996)* have been supported by research on teaching and learning over the last 50 years (a summary is available in the Appendix 1). These rubrics were developed to educate and diagnose areas of potential improvement. These rubrics are not evaluation tools or used to justify what you are doing, but rather to stimulate us all to keep learning by identifying a few key areas.

The first rubric addresses work in student services, the second rubric addresses instructional work. Some people will need to complete both rubrics to cover the expanse of their work. Please circle the boxes that truly represent your practice, then place a star in the boxes that represent ways you would like to change your practice.

Student Services Practitioner Self-Assessment Rubric

	Sage Practitioner	Engaged Practitioner	Mentor Practitioner
1. Core Function	I see the core function of my role to serve students.	I see my core function to serve and educate students.	I see my core function to serve and educate students, but also to focus on student learning outcomes.
2. Active Learning	I see my role in student services as providing necessary information and advice for a student to be successful.	I see my role in student services as providing information, advice, and leading the student to make a good decision.	I see my role in student services as providing learning opportunities so that the student can discover information, know when and where to seek advice, and think critically about decisions.
3. Values and Ethical Standards	I do not feel I should participate in ethics and value discussions; this is the purview of the dean of students.	B) I feel the ethics and values discussions are covered well in the student handbook and I address them if a student asks.	I emphasize that college is a learning community with values and ethics meaningful for all of life and I model these for students.
4. Expectations for Student Learning	I want students to be aware of campus learning expectations.	I regularly communicate the high expectations our campus has described in the student handbook or catalogue and mission statement.	I communicate and hold students to high learning expectations by checking in with them and discussing not only our college expectations, but also the student's own personal expectations.
5. Perception about Learning Styles	I have heard about learning styles, but am unclear how to incorporate them into my student interactions.	I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about strategies	I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.
6. Systematic Inquiry to Improve	I get evaluated regularly and know how well I do my job.	My work is indirectly assessed through the student satisfaction survey we do periodically.	I regularly assess my work, including student input, and then dialogue with colleagues about results in order to improve.
7. Student Interactions	When talking with students I listen carefully and answer their questions.	In addition to listening carefully and answering questions, I also refer students to the appropriate academic support services.	I listening carefully, answer questions, and refer students to academic support services, while helping students consider learning, academic, and personal goals.
8. Achieving the Institutional Mission and Outcomes	I am very concerned with students but I am not how larger institutional goals are reflected in my work.	I have read the institutional mission and found it interesting or helpful. I am concerned about helping students meet the institutional learning outcomes.	I try to translate policy, such as our institutional mission, into a reality in student lives. I stay current on research and effective practices in human development and learning theory to help my students meet learning outcomes.
9. Interaction with other Student Services and Instructional Faculty	I don't see the advantage of discussing my work with others.	I meet with colleagues occasionally to discuss my work activities and inform other departments about pertinent information.	I regularly share things I am learning and new strategies or learning research with colleagues. I make an effort to forge educational partnerships with colleagues across the campus
10. Faculty Perception of Multicultural Students	I understand that many of my students are from diverse backgrounds with different ways of understanding the material.	I understand that I may need to alter my style to communicate effectively with students from different cultural backgrounds.	I have identified some of the different cultural backgrounds and perspectives among our students. I try to create an inclusive and appreciative learning environment with this in mind.
11. Building Community	I identify myself with the department in which I work.	I have created a few connections with people from other departments, when it has served the student's needs.	I cultivate supportive communities that connect faculty, students and student services colleagues.
12. Commitment to staff development	I occasionally attend professional development activities and conferences.	I attend professional development activities and conferences and bring information back to share with fellow faculty.	I present ideas and research at conferences and campus professional development activities.
13. Faculty commitment to staff development	I occasionally attend professional development activities and conferences.	I attend professional development activities and conferences and bring information back to share with fellow faculty	I presents ideas and research at conferences and campus professional development activities

Instructional Faculty Self-Assessment Rubric

	Sage Teacher	Engaged Teacher	Mentor Teacher
1. Faculty Perception about Learners	I have heard about learning styles, but am unclear how to incorporate them into my teaching.	I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about teaching strategies	I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.
2. Course Design and Documented Student Expectations	I provide statements of course expectations in my syllabus and other course documents and review them the first week of class.	I provide statements of course expectations in my syllabus and other course documents and I attempt to clarify and make them attainable to the students.	I have communicated and documented high expectations for every student in my courses. I try to ensure that the students understand and can meet them.
3. Course Organization	I have worked very hard to get my courses organized and I am satisfied with the way they are.	I assess my own teaching, but have difficulty changing my course organization.	I constantly assess my own teaching and make frequent changes to my course organization to reflect student needs.
4. Faculty Feedback	I provide feedback to the students, but the demands of my course content prohibit in depth discussion.	I offer relevant and instructive feedback, but it is difficult to provide it and help students to make appropriate adjustments.	I provide concise, timely and instructive feedback that affords students opportunities to make appropriate adjustments.
5. Faculty Assessment Practices	I provide three or fewer assessments AND these assessments are of one variety (only exams, for example).	I provide three or fewer assessments OR these assessments are of one variety (only exams, for example).	I assess students frequently and in a variety of ways (projects, labs, quizzes, case studies, Classroom Assessment Techniques (CATs), exams, etc.).
6. Assessment Alignment	My assessments are not aligned with the course outcomes.	My assessments are aligned with the course outcomes, but results are not used to make adjustments to my teaching or course design.	I follow a clear cycle in the classroom of teaching, and assessing, then dialoguing about results with colleagues, to make adjustments to the course design and delivery.
7. Student Interactions Outside of Class	When talking with my students during office hours, I listen carefully and answer their questions about course subjects and materials.	In addition to listening carefully and answering questions about course subjects and materials, I also refer students to academic support services.	I listen carefully, answer course subject questions, and refer students to academic support services, as well as, consider learning needs, academic goals, and personal goals.
8. Faculty Interaction with other faculty	I don't see the advantage of discussing assessment techniques or results with colleagues. And I am too busy to examine outside learning research material.	I meet with colleagues occasionally to discuss classroom activities. I read learning research that is sent directly to me.	I regularly share assessment results and new teaching strategies with colleagues. I make an effort to stay current on new learning research.
9. Student Meta-cognition (Thinking about Learning)	I believe this is the responsibility of other departments (first-year experience courses, academic development, counseling, etc.).	My students take assessments to become aware of their learning.	I regularly challenge my student to think about their own learning and provide assessment and guidance to help them understand some of the new learning theories.
10. Faculty Perception of Multicultural Students	I understand that many of my students are from diverse backgrounds with different ways of understanding the material.	I understand that I may need to create new assignments or methods of teaching my course material in order to communicate effectively with students from different cultural backgrounds.	I have identified some of the different cultural backgrounds and perspectives in my classes and ask students to provide input on their diverse viewpoints. I try to use this information to improve my teaching material and strategies.
11. Linkage to the Institution	I am very concerned with my own students but I am not sure what resources are available and how to connect them with campus services, events, and activities.	I sometimes mention services, events or activities on campus that students might find interesting or helpful.	I actively send students to campus services, events and activities and/or create opportunities through class projects or activities.
12. Connection and Integration with Student Services	I can name the services available to help students at my college.	I know the student services available for students and often send them for help to specific services (tutoring, supplemental education, etc).	I have regular communication with faculty and staff in student services and instruction. I see the important connection between instruction and student services and actively facilitate student use of available services.
13. Faculty commitment to staff development	I occasionally attend professional development activities and conferences.	I attend professional development activities and conferences and bring information back to share with fellow faculty	I present ideas and research at conferences and campus professional development activities

Administrator's Self-Assessment Rubric

	Sage Administrator	Engaged Administrator	Mentor Administrator
1. Basic Skills Initiative an Institutional Priority	I support my institution serving the underprepared student.	I can articulate the goals of the Basic Skills Initiative and I see my role in making the Basic Skills Initiative an institutional priority.	I work with colleagues, faculty, and staff to teach them about the Basic Skills Initiative and to incorporate serving underprepared students as an institutional priority.
2. Shared Philosophy of Basic Skills	I support the philosophy of basic skills.	I can articulate a basic skills philosophy and see my role in building a shared basic skills philosophy in the areas I supervise.	I work with colleagues to help them develop a shared philosophy for basic skills within my own institution and with colleagues across the state at their own institutions.
3. Basic Skills Program Organization	I understand the concept of centralized or highly coordinated basic skills programs.	I can envision and I advocate for a centralized or coordinated the Basic Skills Program at my college.	I am working with colleagues to develop and implement the structure and budgeting necessary for a highly coordinated Basic Skills Program.
4. Early Basic Skills Student Involvement	I recognize the value of early student involvement in basic skills.	I can identify early student involvement strategies that are effective for students with basic skills needs.	I work with faculty and staff colleagues to share and implement effective practices for early student involvement in basic skills.
5. Integration of Instruction and Student Services	I understand the value of integrating instruction and student services to better serve students with basic skills needs.	I work to identify and implement ways to integrate instruction and student services to better serve students with basic skills needs.	I work with faculty and staff colleagues to share effective practices and implement integrated instruction and student services strategies aimed at holistically serving underprepared students.
6. Faculty and Staff Supportive of Basic Skills	I recognize the importance of having faculty and staff who are supportive of the basic skills.	I work with others to ensure that we recruit and hire faculty and staff that are knowledgeable and enthusiastic about basic skills.	I work with colleagues to ensure effective practices in recruitment and to hire faculty and staff who are knowledgeable and enthusiastic about serving the underprepared student.
7. Professional Development	I understand the importance of providing professional development for the basic skills initiative.	I work to ensure that on-going professional development regarding the needs of the basic skills student is provided and available.	I work with colleagues to utilize effective practices in professional development for faculty and staff in meeting the needs of the basic skills student.
8. Faculty and Staff Expectation Regarding Basic Skills	I am learning about the factors that influence basic skills student success and retention.	I can describe some strategies that foster success for all students in all aspects of their chosen academic goals.	I work with colleagues to ensure effective practices for managing faculty and staff expectations for the success of underprepared students.
9. Student Expectations Regarding Basic Skills Needs	I am aware that underprepared students need to understand what they need to be successful in college.	I work to create and implement solid programs that clearly define for underprepared students what they must do to be successful in college.	I work with colleagues to utilize effective practices for programs that clearly prepare underprepared students for success in college.
10. Information Dissemination	I know that there are basic skills efforts being undertaken.	I have collected and read the CCC system-wide information about basic skills initiatives.	I work with colleagues to disseminate information about statewide and national strategies and initiatives to help underprepared students succeed. I understand the importance of an integrated statewide initiative involving K-12, Career and Technical Education and transfer institutions to improve the success of underprepared students.

The Student Services Practitioner Self-Assessment Rubric (p. 8) was designed based upon the *Principles of Good Practice for Student Affairs (1996)* jointly created by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) with additional principles from the American Association for Higher Education (AAHE), *Nine Principles of Good Practice for Assessing Student Learning (AAHE, 1998)*. The *Principles of Good Practice for Student Affairs* are available online with inventories relating to each practice at <http://www.acpa.nche.edu/pgp/principle.htm>.

The Instructional Faculty Self-Assessment Rubric (p. 9) was designed based upon the *Seven Principles for Good Practice in Undergraduate Education* developed through “50 years of research on how teachers teach and students learn” (Chickering and Gamson, 1987 p.4) and on the American Association for Higher Education (AAHE) *Nine Principles of Good Practice for Assessing Student Learning (AAHE, 1998)*. Both can be found in the appendix 1 in further detail.

The Administrator’s Self-Assessment Rubric (p.10) was designed by Dr. Jane Harmon (author of Chapter 19 of this handbook), a developmental educator and administrator, based upon the references above and directed towards good administrative principles.

A word about the rubric titles:

As higher education faculty, we have been trained as content experts. Sage teachers deeply embrace this fact, understanding and contributing to their field and believing that this is essential to all disciplines. **Sage faculty and practitioners** are skilled in their area of expertise, generally focusing on content and organizing their course and student interactions around that material. Though probably interested in active learning, they feel so rushed to cover the content in their courses and don’t know how to incorporate the techniques, leaving them like a building plan sitting on the shelf that they will never find the time to construct. Most of us have been overly concerned about delivering content which may or may not be adequately absorbed and digested by our students. Just walk into almost any class the week before finals as we attempt to cover everything left!

Engaged faculty and practitioners are those faculty who incorporate active learning with their content delivery. A good metaphor for their teaching is like a television building show, demonstrating measurements, ways to approach a project and explaining about the best quality materials. Obviously, this will impact the amount of content covered. A teacher can only “show” so many how-to projects, but viewers may be more likely to reproduce them on their own.

Finally, the **Mentor faculty and practitioners** represent faculty who coach other faculty in research validated good practices. This includes handing over the building plan and materials so new faculty can learn and contribute. In the classroom and student services, mentors have

passed on the architectural drawings, demonstrated important things, but the lesson is not over until the faculty member or student service practitioner can see what the student is actually able to do.

All three of these types of faculty or practitioners are good at what they do but have different strengths and values. It's important to know where you are now, as you set off to learn about what methods and approaches are most effective for basic skills students and where you might grow. No matter whether you're a sage, engaged or mentor faculty member or practitioner, this handbook is full of strategies that will help you to do this work.

Handbook Goals



Now that you've taken these two assessments, take a few minutes to think about your goals for using this workbook. What are your strengths in working with basic skills students? How would you like to grow? Jot down any of your thoughts here concerning things you would like to work on or examine more carefully in the other chapters, the appendix and resource pages. Self evaluation is only useful if you consider how you will respond and act on your analysis.

Did you see any difference in your answers and your thoughts about your role on campus? Note any changes in the box below.

As a next step, take a look at the goals for using this handbook that you noted in Chapter 3. Were they met? Have they changed? Note any differences in the box below.

Exploring College Goals

We hope that you've found a strategy, program or approach to working with Basic Skills students that you would like to bring back to your college. Use the form below to explore how you might do that in more detail. This may be more effective if you can work with a team from your school.

First, describe the strategy in the box below.

Strategy

Next, brainstorm how it might work on your campus by answering the questions in the forms on the next pages:

What strategy or strategies do you see most needed at your college based upon your Accountability Report for Community Colleges (ARCC) report and Student Equity data? The Student Equity Plan is available from your Student Services administrator. The ARCC report for your college is available at

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Strategy Selected: _____

1. What resources (human, facilities, funds, etc.) will you need to carry out and sustain the strategy over time?	
2. How many students would this strategy need to serve in order to meet the Basic Skills needs of your college? How will you make this happen?	
3. What types of staff development will you need?	
4. How will you assess the effectiveness of the strategy?	

Second Potential **Strategy Selected**: _____

1. What resources (human, facilities, funds, etc.) will you need to carry out and sustain the strategy over time?	
2. How many students would this strategy need to serve in order to meet the basic skills needs of your college? How will you make this happen?	
3. What types of staff development will you need?	
4. How will you assess the effectiveness of the strategy?	

Finally, explore how you might work with the entire campus to make this strategy come alive at your school.

Outcome: This plan creates specifics for incorporating buy-in at the college, integrating the student equity plans into the action plan, alerting the college to sensitivity to about socioeconomic status and culture, and promotes collaboration between student support services and instruction.

Selected Strategy:

Question	Plans	Estimated cost or resources to do this
1. How will you recruit Basic Skills champions you're your strategies at all levels (administrators, faculty, staff, students) on your campus?		
2. How will this strategy create systemic change on your campus and allow you to supplement rather than supplant your existing efforts?		
3. How will you integrate student services and instruction when you implement this strategy?		
4. How will this strategy result in a positive cultural shift on your campus?		

<p>5. How does this strategy advance your current Basic Skills Action Plan?</p>		
<p>6. How does this strategy advance your student equity plan goals and potentially improve your ARCC outcomes?</p>		
<p>7. What other data do you need, or questions should you ask, to implement the strategy and to assess its effectiveness?</p>		
<p>8. What else would you need to consider to successfully implement your strategy? And/or What are your next steps?</p>		

Professional Development

Contributed by Rose Asera

Before exploring your next steps to bring this strategy to your campus, consider using Staff Development as a vehicle. *Basic Skills as a Foundation for Student Success in California Community Colleges* identifies comprehensive staff development as one of four essential strands to strengthen basic skills. However, the review also notes that the evidence for the effectiveness of professional development both in terms of professional learning and subsequent effect on student learning is thin. This may be because professional development has an uneven history in community colleges. For almost a decade, the California state legislature allocated millions of dollars annually to the colleges for professional development programs as a result of AB 1725 (1988), but those funds were cut during the difficult budget times of the late 1990s. The rationale for the cuts included a lack of evidence that professional development programs made any difference for student progress and success at the colleges. Professional development funds were most often used for a wide range of one-time workshops, speakers or conferences that may or may not be directly related to the educational work of the institution.

In attempting to establish a connection between professional development and student learning, it's necessary to look beyond higher education research to the K-12 literature, which has a growing pool of studies that demonstrate that a *particular approach* to professional development (as opposed to professional development in general) is directly connected to improvements in student learning over time. When professional development is **ongoing, is directly linked to the curriculum and instruction, and is undertaken collaboratively and collegially**, it makes a difference. In other words, when professional development is integrated in to the educational work of the institution, and is defined as part of the professional responsibility of teachers, professional learning is connected to student learning and, ultimately, to student success.

Here are some types of professional development currently being used to expand faculty learning on working with basic skills students. All of them are faculty directed collaborative experiences that may expand your view of what professional development at the community colleges can be.

Evidence Process activities: The Evidence Process engages faculty from a range of disciplines teaching to collaborate in assessing student work using protocols developed to allow for a thorough and systematic examination of a piece of student work (see Project Zero: Evidence Process, <http://www.pz.harvard.edu/Research/Evidence.htm>). The protocols were developed by Interdisciplinary experts and are based on an empirical understanding of the cognitive and social dimensions of interdisciplinary work; the protocols also serve as practical tools to guide quality interdisciplinary learning. The student work examined comes from students engaged in learning communities, where faculty researchers can study the development of interdisciplinary understanding. Faculty members engage in collaborative discussions about authentic assessments of student learning. Cerritos College uses the Evidence Process to support faculty development with faculty teaching in learning communities, many of whom teach basic skills classes. Faculty members report the process to be very intellectually engaging and beneficial in helping them to develop integrated assignments supporting deep, interdisciplinary learning. The revised assignments often reflect an enhanced understanding of the holistic nature of learners and the inseparability of learning and identity.

Scholarship of Teaching and Learning/Faculty Inquiry Group collaborations: According to the Northern Essex Community College web site, the Carnegie Scholarship of Teaching and Learning (SoTL) refers to the deliberate and systematic “process of studying and researching student learning, opening this work to critical review, and then sharing ideas” learned through this form of inquiry with a broader professional community. The focus on assessment central to SoTL helps faculty appreciate assessment as part of a thoughtful inquiry into student learning. “A community of practice is created for faculty who wish to explore teaching and learning and study their craft in a collaborative environment of supportive colleagues.” Often these professional communities include a broad cross section of faculty, both from instruction and support services. Community college faculty members, while committed to teaching, have little time for “the reflective practice and scholarly research that sustains and energizes teaching and learning. Rarely do these faculty members have the opportunity to benefit from peer review which can often seem burdensome instead of beneficial.” By engaging in a collaborative SoTL environment, however, a supportive community of practice is built.

At Pasadena City College a faculty inquiry project, “How Jay got his Groove Back and made Math Meaningful,” engaged a team of faculty researchers studying teaching and learning of pre-algebra students. Curriculum, pedagogy, and assessments were modified to better reflect meaningful Student learning outcomes for the course. Findings from the project included: a more student-centered classroom; a shift in focus from teacher to learner; more discussion about teaching and learning among mathematics faculty; and an increase in retention and success rates.

Collaborative Lesson Study: Lesson study is a process in which a small group of teachers collaboratively plans, teaches, observes, revises and reports results on a single class lesson. (Lewis, C. 2002) The teachers are often from the same discipline, but interdisciplinary groups, including counselors, can provide a variety of insightful perspectives. A "lesson" is a teaching and learning episode that usually takes place in a single class period. A lesson is carefully planned to address one or more student learning goals. The lesson plan describes not only what the teacher might say or do, but also how students are likely to respond to the lesson activities. As an object of study, a lesson offers a manageable "unit of analysis," one that reveals the richness and complexity of actual classroom practice. There are four major purposes that motivate lesson study: 1) To better understand how students learn what you teach; 2) To create usable products for other teachers in your field; 3) To improve teaching through systematic, collaborative inquiry; and 4) To build a pedagogical knowledge base in which teachers can benefit from one another's knowledge of teaching. Teachers work through the following steps:

- Form a Team – Three to six faculty with similar teaching interests are identified.
- Develop Student Learning Goals - Team members discuss what they would like students to learn as a result of the lesson.
- Plan the Research Lesson -- Teachers design a lesson to achieve the learning goals, anticipating how students will respond.
- Gather Evidence of Student Learning -- One team member teaches the lesson while others observe, collecting evidence of student learning.
- Analyze Evidence of Learning -- The team discusses the results and assesses progress made toward learning goals.

- Repeat the Process - The group revises the lesson, repeating steps 2-5 as necessary, and shares findings.

Los Medanos mathematics faculty engaged in a Lesson Study for its Elementary Algebra course and identified very concrete instructional changes to improve student learning outcomes in communications, problem solving, and multiple representations. Faculty also developed an action plan to implement improvements and continued assessments.

Identifying and Assessing Institutional SLOs: Staff from across the institution, including both instructional and counseling faculty, administration and support staff collaborate in identifying intended Institutional Learning Outcomes: the skills, knowledge and understandings that students should have attained from attending their institution. Institutional learning outcomes are overarching, cumulative and relatively few in nature. For some colleges, assessment of these outcomes engages the campus community in first identifying evidence of student learning outcomes within “capstone” courses and from relevant service and activity areas. At others, evidence is taken from any course where the outcome can be demonstrated by an embedded course assignment. Faculty members, both instructional and counseling, collaborate together in assessing and interpreting evidence of student learning. Although there is no hard evidence, it has been observed that, through this collaboration, faculty gain a more integrated comprehensive sense of what students have learned and become as a result of attending their institution. As faculty collaborate they gain a greater understanding of and value for a diversity of instructional and student development perspectives. This, in turn, informs their practice, be it teaching or counseling; the educational enterprise becomes more attentive to holistic outcomes.

The College of San Mateo has implemented Institution level student learning outcomes across campus in the areas of effective communication, quantitative skills, critical thinking, social awareness and diversity, and ethical responsibility. Faculty from both instruction and student support services are mapping their courses and services to these outcomes and assessing the Institutional level learning outcomes in their respective courses and services. For more information, see http://www.collegeofsanmateo.edu/SLOAC/sl_sloac.htm.

Would any of the above activities be an appropriate way to explore the strategy of working with basic skills students that you want to bring to your campus? Use the box below to brainstorm how any of these forms of professional development might work for you.

Role of the Academic Senate

The Senate paper, *The State of Basic Skills Instruction in California Community Colleges (April 2000)*, describes the role that local senates should play in improving the success of basic skills students. The Senate can be a powerful ally in any work you would like to do with basic skills.

The paper recommends that:

- ❖ Local senates should lead their faculty and administration to view basic skills instruction as central to the community college mission.
- ❖ Local senates should study the basic skills programs in their colleges and support basic skills instructors and program leaders by:
 - a. Recognizing basic skills students' particular needs for programs that include a personalized approach and supporting smaller class sizes;
 - b. Urging administration to provide adequate ongoing funding for basic skills programs;
 - c. Working with counseling faculty and matriculation officers to ensure that all assessment of incoming students includes consideration of valid multiple measures and effective counseling and advising;
 - d. Reviewing course content to assure that it is aligned with results of placement information;
 - e. Supporting the hiring of faculty who are not only discipline experts but who are also committed to basic skills learners;
 - f. Acknowledging the importance of quality reading instruction to all areas of the curriculum and supporting the allocation of optimum conditions for reading instruction, including adequate classroom space and equipment to provide an environment conducive to learning;
 - g. Advocating for specific research geared toward identifying methods to help basic skills students to receive appropriate placement, and to increase their retention and success rates; and
 - h. Providing faculty development opportunities to inform all faculty about needs and methods of instruction best suited to basic skills students.
- ❖ Local senates should lead the college to take a more global approach to the instruction of basic skills students so that faculty from all areas participate in an Across-the-Curriculum

approach to basic skills learners. Successful approaches involve student services faculty as well as faculty from all disciplines, teaching both general as well as vocational education. As with successful transfer efforts, serving basic skills students needs to be an institutional commitment.

In the Senate paper, *Issues in Basic Skills Assessment and Placement in the California Community Colleges* (2004), the additional recommendations were made with regard to assessing student in basic skills

1. Resources: Adequate resources must be provided to colleges to perform validation of assessment tests and prerequisites. In addition to funding for research staff, this includes support for the process of test validation and establishment of cut scores.
2. Writing Assessment: Appropriate assessment of writing ability needs to be implemented because one of the requirements for college-level study is the ability to communicate effectively in writing. Adequate resources need to be provided to permit such assessment.
3. Technical Assistance: The Academic Senate and the Chancellor's Office should provide technical assistance to colleges whose assessment processes are inadequate according to their own reporting.
4. Orientation: High school students who complete language and mathematics requirements for graduation often find themselves placed in pre-college-level work after undergoing assessment at a community college. Colleges can do little to affect the preparation received in high schools. However, they can work to encourage entering students to address their English and mathematics needs right from the start. Orientation should address the importance of basic skills, ESL, and mathematics preparation.
5. Counseling: Adequate counseling resources need to be provided to further encourage under-prepared students to enroll in coursework that will ultimately lead to their success in college-level work.
6. Common Definitions: A clear understanding of "college-level" work needs to be shared among all segments of higher education. The Academic Senate should work with its higher education partners in clarifying what constitutes "college-level" and "pre-collegiate" work and expectations for students entering higher education.
7. Availability of Data: Current MIS data collection concerning assessment and matriculation fails to provide important information for the review of the success of basic skills programs. The Academic Senate should work with the Chancellor's Office to identify additional types of data that need to be collected with regards to basic skills programs and student success in these programs.
8. Placement Assessment Coordination: Urban area colleges in close proximity to one another may consider opening discussions on how to discourage such placement/assessment strategies as "college shopping" and "assessment shopping."

Has your college implemented any of these recommendations? What role might your local Senate play in helping you to implement the strategy that you would like to use for increasing basic skills students' success? Use the box below to jot down your thoughts.

Don't forget that in developing your strategies you have many resources designed especially for California Community Colleges.

The Literature Review: *Basic Skills as a Foundation for Student Success in California Community Colleges* (sometimes referred to as the "Poppy Copy" because of the color of its cover) builds on the work in Basic Skills Initiative Phase I that provided research of effective practices in developmental education. The first of its kind, this research provided a comprehensive report on effective practices in the United States. Over 1,600 administrators, faculty, and staff participated in training about this research last year under Phase II of the Initiative. We highly suggest you become familiar with this document. You can download a copy at:

http://www.cccbsi.org/Websites/basicskills/Images/Lit_Review_Student_Success.pdf

A follow-up to the literature review is currently under development. This version will focus on equity/diversity strategies (in general and, specifically, for African-American and Latina/Latino students), high school to community college transition, and noncredit to credit basic skills courses.

Summary Brochure: In an effort to provide a quick summary of the comprehensive review conducted in Phase I of this Initiative, the project developed a brochure. The brochure represents a synthesis of the findings in *Basic Skills as a Foundation for Student Success in the California Community Colleges*, which was circulated statewide. This brochure is very useful in providing detailed information in a brief format. You can download a copy to share with media, local legislators, or campus groups from our website at: http://www.cccbsi.org/Websites/basicskills/Images/BasicSkills_booklet-2.pdf

The Regular BSI Newsletter: As mentioned above, the third phase is an aggressive project to improve basic skills instruction on California Community Colleges. The newsletter about the progress of the *Basic Skills Initiative: Student Success Continuum* provides you with a brief summary of the Initiative. You can download a copy to distribute to the media or other constituents from our website at: <http://www.cccbsi.org/Websites/basicskills/Images/BSI-Newsletter.pdf>

Remember that we are assembling a database of Local Effective Strategies and Programs. You can submit your great ideas through the survey at <http://bsi.cccco.edu>



And you will be able to search these innovative and effective strategies at <http://www.cccbsi.org>

We believe that many California community colleges have practices that are effective in improving the ability of basic skills students to succeed. We highly suggest that you begin to seek out programs on your own campus to highlight. We have found that the connection of legislators to their own community is very effective in advocating the need for more funding. In an effort to help you find these local programs, we plan to communicate with your administrators, faculty, and staff asking them to share with you these effective practices. It is our hope that as they feed you this information, you will share their good work with the local media and legislators in your area.

The next pages include some talking points for local, statewide and federal legislators.

Talking Points about the Basic Skills Initiative From the California Community College Chancellor's Office

Student Success -- Basic Skills Initiative Messages (Legislation)

- The Student Success-Basic Skills Initiative recently signed by Governor Schwarzenegger as part of AB 194 redirects \$33.1 million in the state's community college budget to ESL and Basic Skills improvement. In addition to significant professional development, colleges are examining ways to fund increased student success through incorporation of tutors, new instructional materials and software and, various effective practices and curriculum improvements in the areas of ESL and Basic Skills.
- \$1.6 million, provided through AB 194, was distributed as a grant from the System Office dedicated to critical faculty and staff development to improve curriculum, instruction, student services and program practices in the areas of ELS and basic skills.

Student Success -- Basic Skills Initiative Messages (General)

- The Student Success-Basic Skills Initiative goal is to increase student success rates among academically under-prepared community college students in the areas of **mathematics, reading, writing and ESL**.
- Basic skills education programs provide the foundation for success in academic pursuits and career technical education that will enable the community colleges to contribute significantly to California's economic health.
- Basic skills education is the first step on the track in academic achievements in community college, preparation for career technical education and success in the workforce, and transfer to four-year institutions.
- The Student Success-Basic Skills Initiative addresses the ever-increasing population of students who need assistance in basic skills education to succeed in college and the work place.

Basic Skills Initiative Messages (Funding)

- Well-funded Student Success-Basic Skills Initiative efforts are critical to assist those underprepared for college-level work, the majority of incoming students, in achieving success in college course work.
- With the dramatic increase of underprepared students in our colleges, an ongoing investment in basic skills programs and continued professional development is needed to help students succeed academically and professionally.

Basic Skills Initiative Messages (Program)

- Through the professional development grant, continued statewide training and support are provided to address the professional needs of community college administrators, faculty, and staff in the effective practices that will serve incoming students, the majority of whom need one/more courses in ESL or Basic Skills.

- Through the professional development grant a collaborative effort among all 109 community colleges was initiated in this state to share effective practices, exchange teaching strategies, and utilize a self-assessment tool – a critical first-step for colleges to examine their ESL and Basic Skills instructional programs.

Economy/Workforce Messages

- With demand on the rise for an educated workforce in California, basic skills education provides the opportunity to dramatically increase workforce preparedness and availability. The demand also is for higher levels of knowledge and skills than in the past while simultaneously the level of incoming students has dropped.
- More than ever, California community colleges are seeing dramatic increases in under-prepared students in basic skills. In a time when the state’s economic engine is in desperate need for an educated and well-prepared workforce, it is vital to focus our efforts on basic skills that lead to success in career technical education and success in the workplace.

Next Steps



Well, surely you knew that this question was coming. What are the concrete steps you need to take to bring this strategy to your college? Use this page to make a list. And continue learning. The last pages contain resources with proven strategies. Remember, if we do not wisely change the course of Basic Skills in California, we will not be serving our students and the health of California. Its economy and its global leadership will markedly decline.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Chapter 20 Appendix

Where to go from here: Building Maintenance and Expansion



Appendix 1: Resources for Future Study

Appendix 2: Matrix with answers to the Quiz

Appendix 3: Resources for Chapter 20

Appendix 1

Resources for your further study on basic skills needs.

- Academic Senate for California Community Colleges (2000) *The State of Basic Skills Instruction in California Community Colleges*. The Academic Senate for California Community Colleges retrievable at <http://www.asccc.org/Publications/Papers/BasicSkills.htm>.
- Academic Senate for California Community Colleges (2000). *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. Sacramento, CA. Retrievable at <http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm>.
- Academic Senate for California Community Colleges (2003). *Consultation Council Task Force on Counseling*. Sacramento, CA. Retrievable at <http://www.asccc.org/Publications/Papers/ConsultationCouncilTask%20Force.htm>.
- Academic Senate for California Community Colleges (2003b). *A Survey of Effective Practices in Basic Skills*. Sacramento, CA. Retrievable at <http://www.asccc.org/Publications/Papers/BasicSkillsEffective.htm>.
- Academic Senate for California Community Colleges (2004). *Issues in Basic Skills Assessment and Placement in the California Community Colleges* retrievable at <http://www.asccc.org/Publications/Papers/BasicSkillsIssuesAssessment2004.html>.
- American Mathematical Association of Two-Year Colleges (2002). *Position Statement on Initial Placement of Two-Year College Students Into the Mathematics Curriculum*. Available at <http://www.amatyc.org/PositionPapers/Placement.pdf>
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- Bloom, T. (Ed.) (1994). *Community of classrooms: A handbook for preparing students for reading and writing in college*. St. Paul, MN. : Student Success Programs, Minnesota Community College System.
- Board of Governors of the California Community Colleges. January 2008. *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills*. Academic Affairs Division of the System Office, Sacramento, California.
- California Teachers of English to Speakers of Other Languages (CATESOL). (2000). *California Pathways: The Second Language Student in Public High School, Colleges and Universities*. California Community Colleges Chancellor's Office. Sacramento California. Available through at <http://www.catesol.org/pathways.pdf>
- Chickering, A.W., & Gamson, Z.F. (1987, June). *Principles for good practice in undergraduate education* [Special insert to *The Wingspread Journal*, June 1987]. Racine, WI: Johnson Foundation <http://www.fctel.uncc.edu/pedagogy/enhancinglearning/SevenPrinciples.html>
- Faculty Development: A Senate Issue (2000). The Academic Senate for California Community Colleges.
- Grubb, N. (1999) *Honored but invisible: An inside look at teaching in community colleges*. New York, N.Y.: Routledge.
- Grubb, N. (2001, April) *Basic Principles for Basic Skills: Criteria for Exemplary Approaches in Community Colleges*. Paper presented at a meeting of the Community College Cooperative, University of California, Berkeley.
- Intersegmental Committee of Academic Senates [ICAS]. (Spring 2002) *Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities*. p.42. Retrieved from <http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm>
- Levine, J.H. (Ed.). (1999) *Learning communities: New structures, new partnerships for learning*. (Monograph Series No. 26) Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition
- Maxwell, M. (1997). *The role of counseling in a comprehensive developmental program for post-secondary students*. Kensington, MD: MM Associates (ERIC Document Reproduction Service No. ED 415 932).
- McCabe, R.H. (2000). *No one to waste: A report to public decision-makers and community college leaders*. Washington, D.C.: Community College Press.

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- National Association of Student Personnel Administrators. 1998. *Principles of Good Practice for Student Affairs* retrievable at <http://www.naspa.org/resources/principles.cfm>
1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009
phone: (202) 265-7500 · fax: (202) 797-1157
- Oropesa, R.S., & Landale, N.S. (1997). In Search of the New Second Generation: Alternative Strategies for Identifying Second Generation Children and Understanding Their Acquisition of English. *Sociological Perspectives*, 40(3), 429-455.
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- Shultz, C. (2000). Remedial education: practices and policies in community colleges. Research Brief: Washington DC: American Association of Community Colleges.
- Tinto, V. (1997) Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68 (6), 599-623

Additional Online Resources:

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. (ACCJC-WASC). <http://accjc.org>

Information on your student demographics can be accessed at http://misweb.cccco.edu/mis/onlinestat/studdemo_annual_college.cfm.

Your campus Student Equity Plan (SEP) is probably housed with your Vice President; however, the administrative summary can be found at the Chancellor's Website at

<http://www.cccco.edu/SystemOffice/Divisions/StudentServices/StudentEquity/tabid/617/Default.aspx>

Project Zero: Evidence Process, <http://www.pz.harvard.edu/Research/Evidence.htm>

San Mateo College SLO website, http://www.collegeofsanmateo.edu/SLOAC/sl_sloac.htm.

Professional Development Training Resources Websites

This first resource from Valencia District in Florida provides self paced development with excellent videos. A great resource to use with Adjunct faculty who have time constraints but want to grow professionally

<http://faculty.valenciac.edu/development/>

We have permission to download any text and copy it and distribute it.

<http://www.league.org/gettingresults/web/>

Annenberg has a variety of excellent resources

<http://www.learner.org/resources/browse.html>

Training in Student Services

Starting Right Toolkit for Student Services Faculty and Staff

http://www.ccsse.org/sense/startingright/starting_right_toolkit.cfm

Excellent individual training sessions appropriate to all

Assessment and Social Cognitive Theory.

<http://www.learner.org/resources/series162.html#>

This is an excellent PowerPoint contain best practices in power point based on active learning

<http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/learning.html>

Our CCC training available online

<http://www.4faculty.org/>

Center for Teaching and Learning University of Minnesota

<http://www1.umn.edu/ohr/teachlearn/index.html>

Appendix 2

Matrix Linking Questions and Rubric Components to Source Data

answers	Source
1. e	CCC Chancellor's Office Document nation-wide the average is the same
2. varies	Thought question which may vary in some courses with multiple prerequisites, but probably reflects the same percentages of first year students unless basic skills are addressed
3. e	<i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> (p 13)
4. a	If you take the percent success in a single course and multiply it by those that progress to the next course and then by those that succeed in the subsequent course – the result in CCCs is less than 10% this is supported by data from NADE and national organizations on developmental education
5. e	CCC Chancellor's Office report see Patrick Perry in the Management Information System division
6. b	Varies at institutions; some may be uniformly low most are in one area or another; the key here is not to assume someone is uniformly low. Sometimes students have scored low in English or mathematics but were at college level in the other assessments
7.c	Accountability Report for Community Colleges data analysis, Student Equity Plans and <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> (p 102)
8. d	<i>From Green and Red Tape</i> by The Institute for College Access and Success (p 23) http://www.ticas.org/files/pub/Green_Lights_Red_Tape.pdf
9. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> (D.1, D.9 and p. 71-75) and Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards
10. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> (D.1, D.9 and p. 71-75) and ACCJC Accreditation Standards
11.d	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and ACCJC Accreditation Standards
12. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> (D.1, D.9 and p. 71-75)
13. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and ACCJC Accreditation Standards
14. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning & <i>Principles of Good Practice for Student Affairs</i>
15. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning & <i>Principles of Good Practice for Student Affairs</i> and ACCJC Accreditation Standards and ACCJC Accreditation Standards
16. e	Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning & <i>Principles of Good Practice for Student Affairs</i>
17. e	ACCJC Accreditation Standards
18. any	Depends upon person's own desire and needs all are beneficial according to <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i>

Appendix 3

Resources for Chapter 20

- American Association for Higher Education (AAHE). (1998). *Nine principles of good practice for assessing student learning*. American Association for Higher Education Assessment Forum. Retrieved from <http://www.aahe.org/assessment/principl.htm>.
- Carnegie Scholarship of Teaching and Learning (SoTL) at Northern Essex Community College. (2008). Office of Faculty and Staff Development, Northern Essex Community College. <http://cit.necc.mass.edu/ofsd/sotl.shtml> April 10, 2008.
- Chickering, A.W., & Gamson, Z.F. (1987, June). Principles for good practice in undergraduate education [Special insert to *The Wingspread Journal*, June 1987]. Racine, WI: Johnson Foundation. <http://www.fctel.uncc.edu/pedagogy/enhancinglearning/SevenPrinciples.html>
- Hutchings, P and Shulman, L.S. (2007) *Perspectives*. Learning about Student Learning from Community Colleges. The Carnegie Foundation for the Advancement of Teaching retrieved February 16, 2008, from <http://www.carnegiefoundation.org/perspectives/sub.asp?key=245&subkey=1096>
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- National Association of Student Personnel Administrators (NASPA). (1996) *Principles of good practice for student affairs*. <http://www.naspa.org/resources/principles.cfm>
1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009
phone: (202) 265-7500 · fax: (202) 797-1157
- Principles of Good Practice for Student Affairs National Association of Student Personnel Administrators <http://www.naspa.org/resources/principles.cfm>
1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009
phone: (202) 265-7500 · fax: (202) 797-1157
- Project Zero: Evidence Process , <http://www.pz.harvard.edu/Research/Evidence.htm>
- The Research, Planning and Assessment Group for California Community Colleges (RP Group). (July 2007). *Basic Skills as a Foundation for Student Success in California Community Colleges*, (second edition).