Chapter 18

More on Basic Skills Coordinators: Sustaining the Architect

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Chapter 18

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Imagine constructing a building with no coordination. If the framing crew did not communicate with the team laying the floor, the walls might be crooked or the entire house out of plumb. If the folks hammering away on the roof joists worked on their own, not consulting with the people installing the windows and doors just below them, someone could be hurt or the building might leak. Though each crew might do excellent work completing their specific job with technical proficiency, the ultimate outcome could be a mess, a leaning Tower of Pisa. Overall failure of the rickety structure would be evident to anyone walking in the door. Students with basic skills needs see their college career as a seamless construction, the erection of the building that houses their academic dreams. From Admissions and Records to Registration to Financial Aid to Counseling to the classroom – they are not concerned with each individual department's excellence, but rather the alignment of these disparate parts of their educational experience, working together to create a stairway to the top floor, their pathway to success.

As we stated in the introduction of this handbook, one of the **greatest problems** with developmental education for many colleges is the lack of a focused and systematic effort. (Effective practices A.1-3 in *Basic Skills as a Foundation for Student Success in California Community Colleges*, 2007). Though many sectors of an institution do excellent work with students with basic skills needs, unless those labors are coordinated, the students' overall experience may be disjointed or unsuccessful. Often, programs that have shown documented success only work with a small cohort of students and are housed in odd pockets of a college. How can we build a structure that provides pathways to the top for all students with basic skills needs? How can we coordinate the efforts of everyone on a campus? The Academic Senate for California Community Colleges (ASCCC) feels that this work falls squarely on the shoulders of faculty, those who are given primary responsibility for student services, curriculum and programs.

For many colleges, the creation of a faculty basic skills coordinator is the solution to integrate and drive the services and courses they provide for students with basic skills needs. The ASCCC paper *A Survey of Effective Practices in Basic Skills* (2003) examined two specific colleges with very different coordinated approaches.

> One of the few centralized basic skills programs is found at Contra Costa College. This institution maintains an Academic Skills department with the same status as other academic departments. Headed by a coordinator with 60% reassigned time, this department includes basic reading, writing, and math. It includes four full-time faculty who specialize in basic skills in these three disciplines. In addition, this department is part of the Resources for

Student Services and Success division, which includes library services and counseling, an organizational scheme that facilitates a close working relationship among these instructional and support services. (p.15)

Los Medanos College employs a very effective decentralized but highly coordinated model, which has proven very effective. At Los Medanos, the Teaching and Learning Center Advisory Committee includes representatives from all disciplines and services that contribute to basic skills instruction: math, English, ESL, counseling, tutoring, and the Reading and Writing Center. Also represented are people representing general education, occupational education, college administration, and students. Chaired by the Teaching and Learning Center Director (a 50% reassigned time position), this group, working in concert with the Office of Instructional Research, provides comprehensive and systematic evaluations of all aspects of the developmental education program. (p.16)

These two models represent very different ways to coordinate and organize basic skills efforts with the other campus components. Recently, the ASCCC conducted a survey to collect further information on how colleges are coordinating basic skills efforts and the role of basic skills coordinators. Initially an e-mail was sent asking local academic senate presidents to identify their college basic skills coordinator. Only very few were identified. The survey was then sent to those Basic Skills Coordinators and the academic senate presidents for all 109 community colleges. In the Spring 2008, information was collected from 42 different California community colleges following two years of categorical basic skills funding. The survey questions are found in Appendix 1. The response rate represents about 40% of the California Community College System. The information collected confirmed that, characteristic of our unique and diverse California community college system, a variety of models exist to coordinate basic skills efforts at various institutions. However, there were several colleges that could identify no central or organized institution-wide effort. After receipt of the survey information, the Basic Skills Initiative (BSI) Phase III project coordinators conducted seven regional training events where further information about basic skills coordinators and basic skills coordination on California community college campuses was collected through facilitated discussion groups. This chapter compiles both the survey and regional training information, providing a profile of how some California community colleges have attempted to coordinate the Basic Skills funding.

Characteristics of Basic Skills Coordinators in California Community Colleges

Of the 42 colleges that responded to the survey, 18 of those colleges have a position designated as a basic skills coordinator. Extrapolated to the entire system, this would indicate that 43% or less than half of the colleges have a person designated to coordinate this effort. (It may be higher than this if colleges that did not respond failed to do so because they had no coordinator to answer the specific details included in the questionnaire.) In many cases, the position of basic skills coordinator was created in direct response to the recommendations in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) and only as a result of the basic skills funding provided by the Legislature. Most of these basic skills coordinator positions (more than 93%) are held by faculty. Sierra College has a fully reassigned (100%) faculty coordinator. Shasta College, on the other hand,

has a 100% assigned administrator, and Citrus College has a Student Success Committee with a faculty chair, but a coordinator who is an administrator.

Let's look at some of the demographics and job descriptions of our existing basic skills coordinators. Remember, this leadership role is much like the role of an architect in constructing a framework for basic skills on the campus. While coordinators do not make all the decisions, or do all the building, they are aware of the proposed building design and connect all the work being done into a cohesive structure. Most of the basic skills coordinator positions (66.7%) were funded through Basic Skills funding, while others included leveraging other funding such as Title V or other grant funds. This means that most of the coordinators (13 of the 18) are relatively new, having served for 1 ½ years or less. Only a very few colleges have experienced coordinators with years of expertise under their tool belts. In essence, this means that the majority of community college basic skills architects need opportunities to share with other coordinators to improve their skills and discuss their responsibilities. In contrast to the new role on most campuses, Los Medanos College and Citrus College both have had coordinators for five to six years. Los Medanos has a shared position with mathematics and English faculty co-chairs. Table 1 below shows the comparable length of service for basic skills coordinators amongst the respondents. Table 2 reports the current term length for this position among the respondents. Many have no idea how long they will serve in their positions. This makes it difficult to plan and create timelines.

Table 1
Length of Time People have served as Basic Skills Coordinators

Length of time as Basic Skills Coordinator	Number
0-1 Semester	6
1 semester- 1 ½ years	7
2-4 years	3
5-6 years	2
Total	18

Table 2
Current Term Length for Coordinators

1 semester	1 - 1 ½ years	2 years	Permanent position	Undefined	Total
4	3	2	1	8	18

However, the undetermined length of service is not the greatest challenge reported by respondents. Often the compensation was inadequate or undefined with an unclear means of funding. **Comments on the survey made it clear that this task is not something that can be accomplished in addition to a full-time load.** In fact, many of the comments from the survey indicated that the coordination, depending upon how the college defined and organized the

responsibilities, required careful analysis including forging relationships between portions of the college which are often independent of one another (i.e. instruction and counseling, or financial aid and admission and records).

One problem many respondents discussed was the lack of job descriptions, including the fact that many of the coordinators have no idea how long their term will last. Based on a concern about the funding stream, some coordinators are on semester-to-semester renewal. Two issues of concern arise from this:

1) Effectively serving students with basic skills needs requires long term cultural change and will not be sustainable or efficacious if there is a great turnover or inability to make long term multi-year plans.

2) The California Community College (CCC) Chancellor's Office Vice Chancellor and CCC BSI Grant monitor have repeatedly assured colleges that this funding is as permanent as any funding since it is now a line item in the state budget. In addition, the future professional development grants associated with the BSI funding will be for multiple years in order to allow long-term planning and implementation at the state level. This acts as a model for the colleges to evaluate their own coordination and planning.

One comment from faculty in the field at the BSI regional workshops was that the campus-wide coordination as explained in *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007, p16) cannot be done in addition to a full teaching or student service load. The survey defined several methods of compensating the coordinators in order to provide time away from other duties to become successful campus-wide leaders. This varies amongst colleges depending upon the job description and responsibilities. However, comments associated with small amounts of reassigned time indicated that the college-wide efforts and the time to develop professional development, research locally and culturally appropriate interventions and then dialogue with departments and coordinate efforts could not adequately occur with only 25% reassigned time. One faculty member reassigned up to 50% for one semester will not return to the position because of the inadequate reassigned time.

On the other hand, several colleges have combined job descriptions to create synergistic faculty positions. On some colleges, the coordinator effort works well when combined with activities directly related to basic skills interventions or support structures. Cabrillo's Basic Skills Coordinator receives 50% reassign time and that particular faculty member also serves as the Writing Center Director. The Sierra College model has a faculty member who was 100% reassigned, but she has a very broad scope of responsibility as the department chair, coordinator of academic foundations, director of the tutoring center and coordinator of campus-wide efforts to integrate basic skills. Most colleges that responded designed basic skills coordination as an addition to its college functions, funded primarily by Basic Skills funding. Of the colleges that responded only Los Medanos College has institutionalized the funding (meaning it has become part of their general fund budget) for this coordination and created a permanent co-chair position with faculty from mathematics and English. The college-wide co-coordinators at Los Medanos have shared 50% reassigned time for the past five years. In addition, Los Medanos College has had 50% reassigned time for a Developmental Education "lead" in English and another 50% for a Developmental Education lead in mathematics,

totaling 150% reassigned time for Developmental Education leadership. Table 3 reports the compensation and position of the basic skills coordinator positions at the time of the survey.

Table 3
Compensation and Position of Coordinator

Compensation	Number of Basic Skills Coordinators	Position
No reassigned time	4	Faculty positions often added to other duties
Stipend	2 @ $1500 per semester	Faculty
Overload (unspecified amount)	1	Faculty
Less than 25% reassigned	1	Faculty
25-50%	4	Faculty
50-75%	4	Faculty
100%	2	One faculty One administrator
Total	18	

The majority of these basic skills coordinators are faculty positions. Later in the chapter we will discuss the challenges these coordinators face. One of them is buy-in from discipline faculty. This reason, along with the important role faculty play in development and review of curriculum and programs, make the position a good fit for faculty. Defining the role as a faculty position allows the leadership to bubble up and occur closer to the student. Some successful coordination has occurred through administrative coordinators, and integrated administrative leadership is essential. However, the appearance of top-down leadership must be carefully considered with relation to the college culture.

On colleges where a defined position does not exist, the work occurs through other means. Some coordinator positions are defined as the chair of Student Success Committees; others act in a department chair role for Academic Development departments. Colleges that do not have designated basic skills coordinator reported that volunteers have stepped up to the position or have had a previous committee chair responsibility morph or expanded to cover this essential function, but they have had no reassigned time provided even when they absorbed this additional task. For example, Palo Verde added the task to the learning skills center director and Santa Barbara City College added the responsibility to the chair of the Partnership for Student Success Steering committee chair. Los Angeles Mission commented that they have no reassigned time and no end date for the position but that faculty have stepped up to do the job because they believe in the importance of the project, and someone has to get it done.

Selection of Basic Skills Coordinators

There is a broad range of practices for selecting basic skills coordinators. The largest number is selected by administrators, though some local senates and committees are also involved. Three

colleges used an official process with hiring committees involved. What would work best for your campus culture?

Table 4
How are Basic Skills Coordinators selected for the position?

Method of selection	Number
Appointed by an Administrator	5
Appointed by senate	3
Hired using an official process and hiring committee	3
Appointed by Committee	2
Appointed in conjunction with an administrator and Senate	2
Morphed from another committee position	2
Volunteered	1
Total	18

What Criteria are Used to Select Basic Skills Coordinators?

The colleges that responded to our survey had diverse answers to this question. Some have very specific job descriptions, but most do not. The survey would indicate that it is important to think and plan concerning the selection process, funding, term of service, job description and potential evaluation factors involved in this position. In Appendices 2 – 5, detailed job descriptions from Cabrillo, San Diego Mesa, Solano and Shasta are listed. In addition, Appendix 6 includes a variety of descriptors colleges rated in the survey with regards to importance in creating this position. Perhaps Lake Tahoe's simple sentence reflects the wishes and intent of many colleges that do not have a specific job description or criteria for selection: "Passion for working with basic skills students, experience in this area, and interest & willingness to take on the position."

How do the Basic Skills Coordinators Fund Their Tasks or Who has a Budget?

Fifteen of the 18 coordinators either have oversight, control or input to a budget based upon the Basic Skills categorical funding. Los Medanos with its institutionalized basic skills effort has allocated an annual $12,000 budget from its general fund for the basic skills mathematics co chair and for the English co-chair. For some coordinators, the funding was under the umbrella of other efforts, considered upon request, tracked but not available or reviewed with no real mechanism that clarified to the college how the money was being spent. It is important to remember that the statewide Basic Skills funding, provided to all colleges, must be accounted for in the college's strategic plan and submitted to the Chancellor's Office. This process is discussed (with links to the website) in Chapters 2 and 20 of this handbook.

During the regional BSI trainings, it was apparent that funding and the budgeting of basic skills allocations is not well understood at some colleges. There were numerous complaints about previous years' money not being made available or budgeting without adequate institution-wide discussion. In order to change campus culture and as indicated in the allocation document from the

Chancellor's Office, it is imperative that colleges make this discussion inclusive and widespread. The regional trainings included facilitated discussions for college teams using the worksheets provided in Chapter 20 of the handbook. Evaluations of every one of the seven regional trainings indicated very strongly that these facilitated discussions were very profitable and essential to the Basic Skills Initiative. You might find these questions helpful for your college

What Do the Basic Skills Coordinator Budgets Fund?

This section of the chapter will provide insight into the planning and budgeting associated with constructing this essential framework. First, we will share information from the survey reported by faculty. The second portion discusses an analysis of the actual action plans submitted to the Chancellor's Office as part of the accountability for the expenditure of Basic Skills funds.

Survey respondents that reported, the following activities as targets for their college's Basic Skills funds (remember that respondents could report multiple areas). These reflect areas identified as effective practices in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007).
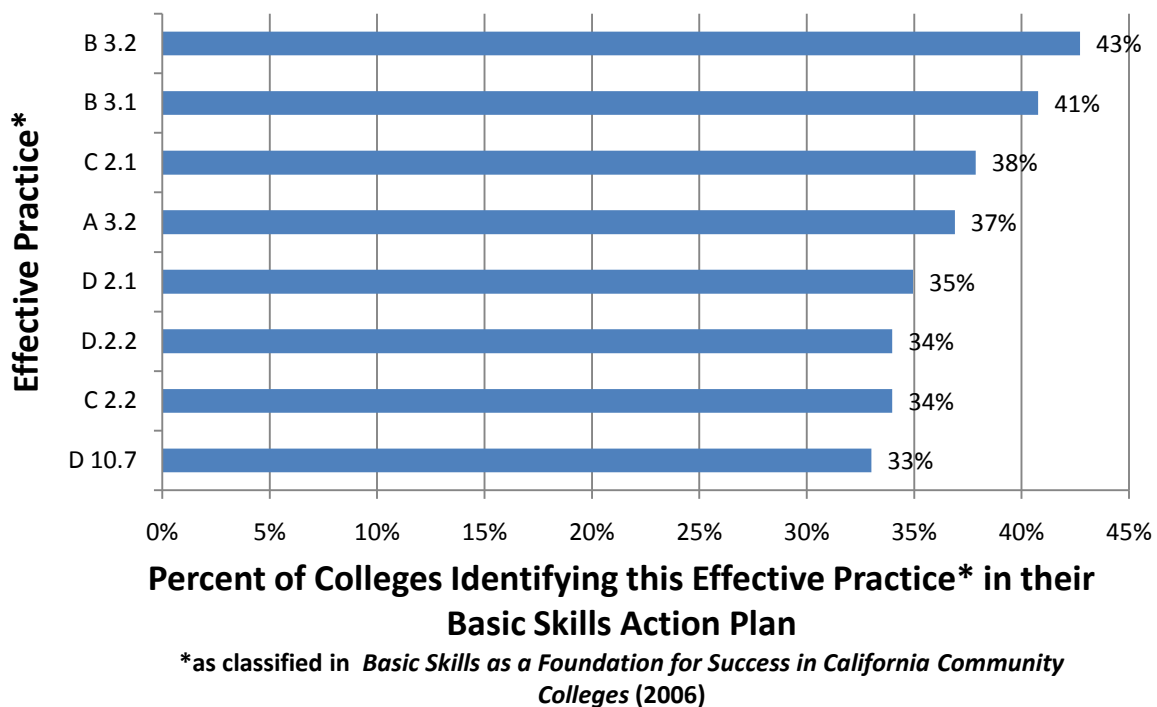
- ☐ Professional development for faculty teaching basic skills courses (12)
- ☐ Student support, such as tutors, labs (10)
- ☐ curriculum development, redesign or interdisciplinary courses (5)
- ☐ Additional tutors (3)
- ☐ Tutor training (2)
- ☐ instructional materials (2)
- ☐ professional development travel (1)
- ☐ reassign for discipline faculty to work on basic skills (1)
- ☐ additional faculty led writing labs (1)
- ☐ counseling (1)
- ☐ funding additional small classes of basic skills that normally would not "make" (1)
- ☐ supplies (1)
- ☐ program needs (1)
- ☐ funding a new writing lab (1)
- ☐ reassigned time for faculty across the campus to organize, report and meet regarding basic skills issues. (1)

The following information reflects an analysis by the ASCCC (see Appendix 7) of the Basic Skills Action Plans submitted to the Chancellor's Office and organized by the effective practices identified in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007). Only 103 plans provided useable information. All four major areas identified in the Center for Student Success document were targeted as strategies for Basic Skills funding investment: A.) Organizational and Administrative Practices, B.) Program Components, C.) Staff Development, and D.) Instructional Practices (pp. 4-6). Because of the variety of cultural differences within institutions, we would expect customized action plans relevant to individual colleges. Reference the Tips Drawn from Pilot College's Experience in Appendix 8 for some helpful information on addressing your basic skills plan. But meanwhile, we can analyze some trends apparent across the

colleges that may provide some information to guide basic skills coordinators as they complete the next set of action plans.

The most commonly identified area in the 103 plans analyzed was Instructional Practices Area D which was identified 953 times, indicating the focus of attention on those areas that interface most directly with students and confirming the important role of faculty leadership and involvement. This also provides insight into the importance and focus of widespread training and communication across the institution and disciplines. The second area identified most commonly was Organizational and Administrative Practices, Area A with 712 overall comments in the action plans. This indicates the very important aspect of integrating administrative and organizational practices with efforts made at the instructional level in order to guide and facilitate overall institutional effectiveness. Staff Development, Area C and Area B, Program Components were identified 510 and 497 times respectively. However, when individual strategies within the areas are examined, a more diagnostic view of the action plans emerges. The chart below displays the most common discrete practices identified in the plans.

Most Common Effective Practices Identified as Interventions in CCC Basic Skills Action Plans

Effective Practice*	Percent
B 3.2	43%
B 3.1	41%
C 2.1	38%
A 3.2	37%
D 2.1	35%
D.2.2	34%
C 2.2	34%
D 10.7	33%

Percent of Colleges Identifying this Effective Practice* in their Basic Skills Action Plan

*as classified in *Basic Skills as a Foundation for Success in California Community Colleges* (2006)

Within Area B, Program Component, the specific effective practices B 3.2, integrated counseling and instruction were identified by 43% of the colleges (44/103) as a target for basic skills monies. Not far behind, 41% (42/103) of the colleges identified a proactive counseling advising structure that includes intensive monitoring and advising (effective practice B 3.1). Planned actions to carry out these effective practices included increasing counseling through additional hires, designating counselors to students with basic skills needs and increasing office hours. Collaborations with instruction through "early alert" programs, better communication about available student services

workshops and increasing available workshops reflected the effort to effectively integrate student services and instruction.

The next most identified specific area in the basic skills action plans was Staff Development Effective Practice Area C 2.1. The proposed actions involved the design, planning, and implementation of staff development activities specifically related to developmental education. The actions associated with this effective practice as described by the colleges were improved coordination between developmental education faculty by creating, reassigning and/or supporting cross representation on task forces or committees. This effort re-emphasizes the importance of integration between student services and instruction and efforts that link across the campus and discipline areas. It was also noted that these groups would meet on a regular basis. Other important activities identified in the action plans included opportunities for faculty to participate in regional and national workshops and staff development activities. It should be noted that effective practice C 2.2 indicating that faculty development activities address both educational theory and practice was identified in 35% of the reports.

Based upon institutional structure, a dedicated administrator or lead faculty clearly identified and accorded responsibility for college-wide coordination of basic skills program(s), as indicated in effective practice A 3.2, was identified by 37% (38/103) of the colleges as an important intervention in their action plans. The planned actions included hiring, appointing, assigning or designating personnel to lead the basic skills efforts. Some colleges planned to seek funding for additional hires. In addition, colleges planned to establish steering committees to examine best practices associated with student success. Effective practice A 2.2, emphasizing the importance of diverse institutional stakeholder involvement, was indicated by 32% of the colleges as important to this process. As a result of these plans, we expect the number of basic skills coordinators across the state to rise.

Appendix 7 has the complete summary of the findings of 103 college action plans in relation to the effective practices. These examples of where colleges invested their allocation or are planning to are just a small measure of the opportunities available through the Basic Skills funding to really help students succeed. The regional training facilitated discussions resulted in more specific, unique and highly interesting plans for upcoming basic skills allocations. It should be noted here that in Chapter 19 of the handbook there are very clear requirements as to how and when this money should be spent. The money is not to be used in any way to supplant any efforts currently funded by the general fund. For instance, it is incorrect to say that existing counselors will now be funded from BSI dollars. It is allowable, however, to hire additional counseling faculty or tutors over and above existing levels.

What Challenges are Basic Skills Coordinators Facing?

At a recent BSI Institute, basic skills coordinators came together to discuss challenges and potential solutions to increase basic skills success and staff development at their institutions. Twenty-seven people attended this breakout; twenty-one of them identified themselves as functioning in the coordinator position. When the survey, cited at the beginning of this chapter, was originally distributed, there were 18 responses from people that had the role of basic skills coordinators. Since that time, we have seen several new positions being funded for either basic skills coordinator or an equivalent leadership position involved in organizing the institution-wide efforts. Requests have

been made to redistribute the survey and update the information. Meanwhile, the latest information we have available was collected at the BSI Summer Institute in August 2008. The input from individual participants was validated through independent reviews and focus groups during the Institute.

The basic skills coordinators and attendees are concerned about basic skills coordination. Using delta analysis to identify core issues from respondents in three independent breakouts, we see those core issues as 1) getting buy-in, 2) getting part-time faculty involved, 3) creating useful strategies to distribute funding, and 4) communicating basic skills issues broadly across institutions. Discussions about these issues produced a collection of suggested solutions which are included in the table below.

Table 5
Solutions to Challenges Faced By Basic Skills Coordinators
Information from BSI August Institute, Newport Beach, August 2008

<u>**Potential Solutions to**</u> <u>**Getting Buy-in**</u>
1. Start awareness activities
2. Professional development
    A. Two hours per week for meeting
    B. Use continuing education units, salary advancement, flex for incentives
3. Identify what can be changed
4. Identify those who want to affect change
5. Provide modeling experiences and various access points for faculty and administrators
6. Pay for participation on college committees, including basic skills
7. Give mini-grant opportunities for implementing effective practices
8. Provide stipends
9. Include the basic skills program in the institutional master plan
10. Identify the appropriate stakeholders—get them talking about how to create a program
11. Create a well-defined program with specific outcomes
12. Create a specific definition for the program
13. Define the role of the basic skills committee
14. Invigorate, or reinvigorate, the basic skills committee

<u>**Potential Solutions to**</u> <u>**Getting Part-time Faculty Involved**</u>
1. Have two adjuncts on the local academic senate and other committees
2. Give them stipends for participation
3. Include adjuncts in setting up meeting/committee schedules
4. Allow adjuncts to be paid an additional $1500 per semester that doesn't count against their 60% load.
5. Start a Blog

<u>**Potential Solutions to**</u> <u>**Strategies to Distribute Funding**</u>
1. Set specific criteria for planning
2. Integrate adjuncts into planning, decision making, evaluation, and redesign

Basic Skills Action Plans

The basic skills action plan represents your blueprint to successfully engaging campus-wide dialogue and buy-in. It provides a pathway to your future basic skills innovations. In addition, it represents an accountability report to the Chancellor's (CCCCO) Office and the Legislature about the use of Basic Skills funding. In response to numerous requests from the field, Chapter 2 of the handbook includes two college action plans identified by the CCCCO as good models.

Where is Your Campus or What is Actually Happening in the Field?

Finally, as basic skills coordinators it is important for you to have a strategic timeline and implementation plan. Using the effective practices in *Basic Skills as a Foundation for Student Success in California Community Colleges*, we created a matrix and asked colleges to determine where they fell concerning implementation (Center for Student Success, 2007). How sophisticated are the majority of the colleges in their implementation of the basic skills effective practices? The majority of the colleges that responded were at the beginning developmental stage for nearly all the criteria. The only criteria the majority of colleges reported as being developed were: identification of basic skills students and coordination of tutoring for basic skills students. Where is your campus? What would help to move your campus forward?

Please review the data in Table 6. The number in parenthesis shows the number of colleges that assessed themselves in that column and the percent is the percentage of total responding colleges. The boldfaced data highlights the median response. The goal would be to repeat this survey in the future and analyze how the field is moving to more widespread, well-developed basic skills programs and services.

Table 6
Evaluate the status of coordination of Basic Skills program with other existing programs and services on YOUR CAMPUS, IN YOUR OPINION, regarding the following aspects of Basic Skills work.

	Net yet begun	Beginning to develop	Developed on most of the campus	Developed campus-wide	Well Developed and Integrated into campus decision-making	Response Count
Basic Skills planning process	2.6% (1)	**52.6% (20)**	15.8% (6)	13.2% (5)	15.8% (6)	38
Implementation of Basic Skills as a program	13.2% (5)	**52.6% (20)**	13.2% (5)	10.5% (4)	10.5% (4)	38
Identification of Basic Skills Students	2.7% (1)	29.7% (11)	**40.5% (15)**	21.6% (8)	5.4% (2)	37
Outreach to potential unidentified Basic Skills students	31.6% (12)	**50.0% (19)**	10.5% (4)	5.3% (2)	2.6% (1)	38
Orientation of Basic Skills students	27.0% (10)	**48.6% (18)**	16.2% (6)	2.7% (1)	5.4% (2)	37
Coordinating counseling services to Basic Skills	26.3% (10)	**47.4% (18)**	13.2% (5)	10.5% (4)	2.6% (1)	38
Coordination of tutoring for Basic Skills students	7.9% (3)	36.8% (14)	**39.5% (15)**	13.2% (5)	2.6% (1)	38
Integration of ESL programs with Basic Skills support	26.3% (10)	**47.4% (18)**	18.4% (7)	5.3% (2)	2.6% (1)	38
Organization of Basic Skills Study Skills classes	23.7% (9)	**39.5% (15)**	18.4% (7)	13.2% (5)	5.3% (2)	38
Coordination of Basic Skills Study Groups	36.8% (14)	**42.1% (16)**	13.2% (5)	5.3% (2)	2.6% (1)	38
Providing Basic Skills Professional Develop for all faculty	23.7% (9)	**50.0% (19)**	18.4% (7)	5.3% (2)	2.6% (1)	38
Monitoring Student Progress through Basic Skills	26.3% (10)	**44.7% (17)**	23.7% (9)	2.6% (1)	2.6% (1)	38
Cooperation and Understanding of discipline faculty about Basic Skills strategy	10.5% (4)	**60.5% (23)**	23.7% (9)	2.6% (1)	2.6% (1)	38
Coordination of Basic Skills program with other existing programs and services	18.9% (7)	**54.1% (20)**	16.2% (6)	8.1% (3)	2.7% (1)	37

Basic skills coordinators have a big job dealing with campus culture, cross disciplinary differences, integrating student services and instruction, investing Basic Skills funding in the best options, yet, this is the key to helping our students succeed. This chapter has sought to provide a plumb line so that you could reference where you are and your college in relation to other colleges in the state. So build on, architects! And keep taking opportunities to network with others in your position to share ideas, solutions to challenges and provide support.

Appendix Chapter 18
More on Basic Skills Coordinators: Sustaining the Architect

Appendix 1: Basic Skills Coordinator Survey

Appendix 2: Cabrillo College Basic Skills Coordinator Job Description

Appendix 3: Solano College Basic Skills Coordinator Job Description

Appendix 4: Administrative Basic Skills Coordinator Position at Shasta College

Appendix 5: San Diego Mesa College Basic Skills Initiative Coordinator

Appendix 6: Additional Descriptors from the survey for Basic Skills Coordinators

Appendix 7: Effective Practices and Planned Actions Summary

Appendix 8: Tips Drawn from Pilot Colleges' Experience in Completing the BSI Action Plan

Appendix 9: Resources for Chapter 18

Appendix 1
Basic Skills Coordinator Survey
Introductory e-mail for Basic Skills Coordinator Survey

Basic Skills as a Foundation for Student Success in California Community Colleges (a literature review written by The Center for Student Success and the RP Group sometimes called the "poppy copy") documents the importance of a centralized and coordinated Basic Skills strategy to increase student success. In order to help in this effort, many institutions have developed a Basic Skills Coordinator position to integrate and disseminate services to students. The Basic Skills Initiative would like to know more about how your school is working with Basic Skills in general, with the Coordinator position and what kinds of training needs you might have. Please answer the questions below.

Basic Skills Coordinator/Leader Survey

Name _____College _____
Position □ Full-time Faculty □ Part-Faculty □ Classified staff □ Administrator
other_____
Contact Phone Number _____ Contact E-mail_____

1. Does your campus have a Basic Skills Coordinator?
If yes, go to questions 2 - If no go directly to question 10

2. How long have you been a Basic Skills Coordinator and/or Basic Skills Committee Chair?
   - ☐ 0-1 Semester
   - ☐ 1 semester to 1.5 years
   - ☐ 2-4 years
   - ☐ 5-6 years

3. What is the length of your assignment as Basic Skills Coordinator/Chair?
   - ☐ 1 year
   - ☐ 2 years
   - ☐ 3 years
   - ☐ 4-6 years
   - ☐ Other

4. Help us to understand the amount of time you were given to perform the basic skills coordinator duties. Indicate the answer closest to percent of your reassigned load or stipend for this academic year (07-08).
   - □ fully reassigned 100%
   - □ reassigned 75-90% (3/4 or more of your load)
   - □ reassigned 50-70% (1/2 – 2/3's of your load)
   - □ reassigned 25-50% (1/4 – ½ of your load)
   - □ reassigned less than 25% of your load

☐ received a stipend or overload
☐ reassigned through other duties but expected to coordinate campus-wide basic skills efforts (such as department chair or grant director etc)
☐ No reassigned time

Comments _____

5. How is the Basic Skills coordinator position funded?
    ☐ Basic Skills Grant
    ☐ General Fund as department chair
    ☐ Other categorical funding   Explain_____
    ☐ Other grant funding related to student success Explain_____
Comments_____
_____
_____

6. Does the coordinator have a budget? No_____ Yes_____

If a budget exists, what is it? _____

7. If a budget exists, what are the main uses?
    ☐ Professional development for faculty teaching basic skills courses
    ☐ Student support, such as tutors, labs
    ☐ Other _____

8. How is the Basic Skills Coordinator/Chair selected?
    ☐ Appointed by an administrator
    ☐ Appointed or elected by the academic senate
    ☐ Volunteered
    ☐ Appointment was made by a committee
    ☐ Morphed into role as part of another committee, e.g. accreditation or curriculum
    ☐ No process
    ☐ Other _____

9. Were any particular criteria used in the selection process for the Basic Skills Coordinator?
    No _____   Yes _____
10. If criteria were used for the selection, please copy and paste the criteria or job description in the box below or enter "No criteria or job description".

Comments:_____

11. Whether you have a Basic Skills Coordinator or not, please select all of the following skills or knowledge you feel are necessary to the Basic Skills Coordinator position. Check all that apply.

Knowledge of:
☐ principles of leadership, management and supervision including planning, organizing, assigning, and reviewing work; performance appraisal and discipline; employee selection.
☐ Federal, state and other regulations pertaining to the Basic Skills and other programs and services.
☐ Current issues and opportunities in Basic Skills in California community colleges
☐ Procedures and requirements for student program eligibility.
☐ Principles and practices of program budget development, implementation and monitoring.
☐ Methods and techniques for grant proposal writing.
☐ Basic computer software use.
☐ Campus and community resources and referral agencies related to the population served.

Skill in:
☐ Planning, developing, implementing and managing a comprehensive program of services and programs for educationally disadvantaged students, including recruitment, retention and outreach.
☐ Reading, interpreting and applying regulations, policies, and procedures related to the program.
☐ Planning and tracking program budgets.
☐ Representing the program at a variety of internal and external committees and meetings.
☐ Establishing and maintaining a variety of records and data.
☐ Preparing effective written reports and correspondence.
☐ Establishing and maintaining effective working relationships with those contacted in the course of the work; sensitivity to and ability to work effectively with educationally disadvantaged students of diverse ethnic and cultural backgrounds.

Ability to:
☐ Manage the activities and operations of a college department.
☐ Exercise initiative and creativity to meet educational needs and solve problems.
☐ Motivate faculty, staff, and colleagues to continually improve programs and services.
☐ Plan, direct, and manage the activities and operations of community college Basic Skills lab.
☐ Establish and maintain effective working relationships.

Education/Experience

- ☐ Master's degree, preferably in Education, with an emphasis in Reading; English; ESL; or Mathematics; OR the equivalent.
- ☐ Minimum of one year of formal training, internship, or leadership experience in a management role.
- ☐ Commitment to provide instruction for students with diverse abilities and interests. Personal qualities to work effectively and sensitively in a multicultural student environment.
- ☐ Understanding of and commitment to the mission and philosophy of the California community college system.

12. Are there any knowledge, skills, abilities or education/experience not listed above that you feel would be necessary on your campus?
Comment:

13. Please evaluate the status of **your campus, in your opinion,** regarding the following aspects of Basic Skills work.   Use 1 = not yet begun; 2 = beginning to develop; 3= developed on most of the campus; 4 = developed campus-wide; 5 = well developed and integrated into campus decision-making.

Your Opinion of Your Campus	1	2	3	4	5
A. Basic Skills planning process					
B. Implementation of Basic Skills as a program					
C. Identification of Basic Skills Students					
D. Outreach to potential unidentified Basic Skills students					
E. Orientation of Basic Skills students					
F. Coordinating counseling services to Basic Skills					
G. Coordination of tutoring for Basic Skills students					
H. Integration of ESL programs with Basic Skills support					
I. Organization of Basic Skills Study Skills classes					
J. Coordination of Basic Skills Study Groups					
K. Providing Basic Skills Professional Develop for all faculty					
L. Monitoring Student Progress through Basic Skills					
M. Cooperation and Understanding of discipline faculty about Basic Skills strategy					
N. Coordination of Basic Skills program with other existing programs and services					

14. Which of the following training strategies would benefit a Basic Skills Coordinator/Chair? (Check all that apply)

- [ ] a statewide listserv for Basic Skills Coordinators/Committee chairs
- [ ] regional meetings for Coordinators/Committee chairs
- [ ] planned training institutes for Basic Skills Coordinators/Committee chairs
- [ ] a web page dedicated to Basic Skills issues, including effective practices, pedagogy, outcomes and assessment resources
- [ ] coordinated networking with other Basic Skills Coordinators/leaders
- [ ] access to local experts (faculty, researchers, etc) to resolve very specific issues
- [ ] workshops to order, training brought to your campus and your faculty on specific topics
- [ ] training on creating Basic Skills Student Learning Outcomes and Assessment
- [ ] training on integrating equity issues with student success issues
- [ ] discipline specific training for basic skills areas (e.g. math, English, writing, reading, counseling, or study skills)
- [ ] peer review for your college's Basic Skills action plan
- [ ] organization and implementation of learning communities addressing basic skills
- [ ] help with gathering data to assess your program
- [ ] integrating student services into your Basic Skills strategic plan

15. List any other specific things that would provide support the Basic Skills Coordinator/Chair. Comment_____

16. Prioritize the following training opportunities (by numbering 1-9) that would assist a Basic Skills coordinator/chair? And check any of the Which would you be willing to assist others with? (Check all that apply)

Prioritized needs	
	Effective practices in Basic Skills
	Basic Skills assessment basics
	Class and program SLOs and assessment techniques (closing the assessment loop)
	Learning communities
	Discipline specific pedagogy
	Integrating Student Services
	Institutional Support
	Training for Part-time faculty
	Help for Transfer faculty working with Basic Skills students

17. Do you any expertise you would share in the following topics (check all that apply).

Could help with training	
	Effective practices in Basic Skills
	Basic Skills assessment basics
	Class and program SLOs and assessment techniques (closing the assessment loop)
	Learning communities
	Discipline specific pedagogy
	Integrating Student Services
	Institutional Support
	Training for Part-time faculty
	Help for Transfer faculty working with Basic Skills students

18. List any other specific training that would be beneficial.

Comment_____

19. Do you have any comments concerning how the Academic Senate of the California Community Colleges and the Basic Skills Initiative can meet these needs other than those mentioned above?

20. Would your college be willing to host a regional meeting? Yes _____ No _____

21. Do you know of faculty who might be presenters or workshop leaders on Basic Skills issues or pedagogies?
Name _____
Topic _____
Email or phone number_____

Appendix 2
Cabrillo College Basic Skills Coordinator Job Description

Support to all campus personnel and departments in the service of expanding the instructional services to students who assess into basic skills courses. In addition, she chairs the Basic Skills/Emerging Scholars committee and makes recommendations on behalf of the committee to the Vice President of Instruction. She produces a yearly report of her activities, which she submits to the Office of Instruction.

1. Train or coordinate training for Cabrillo faculty in current trends and effective practices in basic skills education through flex workshops, division and department meetings, and individual sessions to:
   a. Understand and participate in the California State Basic Skills Initiative
   b. Assess and employ current effective practices at Cabrillo, in model programs at other colleges, and via appropriate organizations
   c. Interpret and apply research (both local and external) in planning for basic skills courses and programs
   d. Develop a coordinated action plan for the college (the Emerging Scholars Institute--ESI)

2. Facilitate meetings of the Emerging Scholars Advisory Committee to:
   a. Bring together a range of voices on-campus to advise on the development of the Emerging Scholars Institute
   b. Shape the logistics of the ESI
   c. c. Create task forces/subcommittees to focus on research processes, site visits and inquiry at other colleges, and distribution of resources.
   d. Inform committee members of changes, new information, and progress towards developing the ESI in accordance with planning at the state and regional levels.

3. Attend conferences and visit other colleges with programs that have goals and strategies that could inform the ESI
   a. Participate in regional conferences sponsored by the Basic Skills Initiative
   b. Participate in conferences hosted by colleges sponsored by relevant bodies working towards improvement in developmental education (such as the one-day event at Laney College Nov. 9th)
   c. Travel to colleges elsewhere in California to observe their coordinated basic skills efforts (such as a first-year experience, learning communities, centralized programs, etc.).

4. In coordination with the Vice President of Instruction and a budget analyst, monitor basic skills money from the state:
   a. Develop a process and forms to request and distribute funds for curriculum and professional development, instructional equipment, etc.
   b. Consult with lab directors and other program chairs to provide in-class tutoring in basic skills classes where appropriate

    c.   Work with the Planning and Research Office to ensure that accountability measures are observed for expenditures as-needed.

5. Work with faculty to develop learning communities and other experimental approaches to basic skills education and related curriculum:
    a.   Advise faculty on the creation of new curriculum and courses
    b.   Troubleshoot related issues such as scheduling and advertising new cohorts and communities
    c.   Advise faculty on contractual matters related to developing learning communities and communicate new wrinkles to CCFT for future deliberation.

6. In consultation with Research and Planning, coordinate Cabrillo's self-assessment process and action plan for the Basic Skills Initiative
    a.   Communicate with faculty and staff across campus to identify existing strategies and programs at the college
    b.   Communicate with student services programs to identify existing support and potential gaps that could be filled via the ESI (such as EOPS, Counseling, Financial Aid, etc.)
    c.   Document existing strategies and practices campus-wide
    d.   Work with PRO to complete self-assessment documentation for internal use and potential external audit
    e.   Fine tune the college action plan for submission to the state in May

7. Participate in campus planning leading up to the establishment of an Emerging Scholars Institute
    a.   Attend relevant meetings/consult with the Facilities Planning and Advisory Committee to determine available space for the ESI in Aptos and Watsonville, as well as possible dedicated classroom space.
    b.   Consult with grant writing effort to obtain Title V monies for Cabrillo that may serve to establish the ESI
    c.   If position is extended beyond 2007-2008, participate in staffing for ESI (determining staffing needs, developing job descriptions, recruiting & hiring).
    d.   Coordinate other planning for establishing and equipping the ESI in phases.

8. Archive all campus basic skills activities.
    a.   Keep meeting notes for the Emerging Scholars Committee
    b.   Archive meetings, self-assessment and other activities on the ESI website.

Appendix 3
Solano College Basic Skills Coordinator Job Description

Basic Skills Coordinator – District Wide Assignment - (40%)

- ☐ Plan for Spring Semester projects including evaluation of plan components.
- ☐ Coordinate meetings of faculty working on basic skills projects being formulated in Spring 2007.➢
- ☐ Monitor progress of various basic skills projects throughout the semester.
- ☐ Evaluate effectiveness of plan components
- ☐ If possible, attend one or more conferences or workshops on Basic Skills education. ➢Arrange speakers and/or workshops at Solano College related to Basic Skills instruction.
- ☐ Write and/or present a summary and review of findings, conclusions, and Basic Skills education recommendations for Solano College.
- ☐ Make recommendations to the Basic Skills Committee and to FABPAC for future expenditure

Appendix 4
Administrative Basic Skills Coordinator Position at Shasta College

Plans, directs, and coordinates the activities and operations of the Basic Skills and Adult Literacy Programs of the District.

- Develops and implements policies, procedures, and processes designed to improve student learning outcomes.
- Works with the faculty to develop programs that assist students to succeed in basic skills classes.
- Directs and coordinates the skill labs in Math, English, and Reading.
- Develops, coordinates, and administers budgets; controls and monitors expenditures in the basic skills areas in conjunction with the Dean.
- In collaboration with the faculty, leads the efforts to develop and monitor student learning outcomes in the basic skills classes and programs.
- Determines staffing needs, and makes appropriate recommendations for the Basic Skills Programs.
- Participates in the selection, training, orientation, and development of faculty and support staff.
- Directs and supervises the work of faculty and support staff in the Basic Skills Programs; reviews, approves, and conducts performance appraisals.
- Participates in a variety of administrative, board, and other meetings; conducts department meetings; works closely with faculty coordinators.
- Participates in professional organizations, and maintains an understanding and working knowledge of current ideas, research, and practices related to the Basic Skills and Adult Literacy Programs.
- Prepares written and oral reports in evaluation of student learning and basic skills.
- Coordinates and maintains computerized records on student progress in achieving goals.
- Performs other duties similar to the above in scope and function as assigned.

Appendix 5
San Diego Mesa College Basic Skills Initiative Coordinator

Reassigned Time Opportunity for Spring 2008
Approved by President's Cabinet, October 30, 2007

To coordinate the activities of the Basic Skills Initiative, a 40% faculty non-classroom reassigned time position is available for Spring 2008. This position reports to the vice president of instruction. The individual selected will work closely with the Basic Skills Success and Retention Committee, and with lead faculty in English, ESOL, Mathematics and other areas to implement the activities required under this initiative. This individual will also serve on the committee, which meets monthly. A range of disciplines and services are involved in the initiative, therefore, the coordinator will have a major responsibility to communicate broadly and effectively with many individuals and groups, as well as coordinating the preparation of a single final assessment and planning report.

Basic Skills Initiative Coordinator Responsibilities:

Basic Skills Assessment Tool and Action Plans

- Coordinate the preparation of the required BSI assessment and action plans.
    - Present the assessment and plans to the Committee and other participatory governance groups.
- Assist in the preparation of the final report due to be submitted to the state Chancellor's Office by May 2008.
- Department Basic Skills Initiatives
- Assist departments in the implementation of basic skills initiatives such as supplemental tutoring, common assessment techniques, etc.
- As appropriate, align departmental work on student learning outcomes and assessment with departmental basic skills initiatives.

Research

- Serve as liaison between departments engaged in research and the college-based researcher. Communicate research activities to the Committee

- Professional Development and Curriculum Training Activities
    - Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills professional development training.
    - Assist, coordinate and/or lead basic skills faculty development training, conferences, and workshops.
    - Assist in coordinating curriculum workshops for Mesa faculty with high school teachers.

Budget

- Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills activities requiring funding.
    - Assist in monitoring funding.

Communication and Reporting
- Communicate progress on basic skills initiative activities regularly(at least twice per semester) to department faculty, the Basic Skills Success and Retention Committee, the Mesa College Academic Senate, the President's Cabinet, and other groups as appropriate.
- Provide a written report at the end of the semester on the outcomes of activities.

Application Process: This position is open to both full time and adjunct faculty. Letters of interest (maximum of two pages) should be sent to Vice President of Instruction Elizabeth Armstrong at earmstro@sdccd.edu by 4:00 pm on Friday, November 16, 2007. Letters should address the job responsibilities and requirements described above. A subcommittee of the Basic Skills Success and Retention Committee will review applications and make recommendations to the vice president, who will make the final selection.

The coordinator must see beyond the developmental education efforts, integrating efforts and educating faculty in all other disciplines and vocational courses and services.

Appendix 6
Three Tables of Descriptors for Basic Skills Coordinators
Knowledge, Skills, Abilities and Education

Descriptors of Basic Skills Coordinator Knowledge

26. Whether you have a Basic Skills Coordinator or not, please select the following KNOWLEDGE you feel are necessary to the Basic Skills Coordinator position. (Check all that apply.)			
		Response Percent	**Response Count**
Principles of leadership, management and supervision including planning, organizing, assigning, and reviewing work; performance appraisal and discipline; employee selection.		87.2%	34
Federal, state and other regulations pertaining to the Basic Skills and other programs and services.		79.5%	31
Current issues and opportunities in Basic Skills in California community colleges		**97.4%**	38
Procedures and requirements for student program eligibility.		56.4%	22
Principles and practices of program budget development, implementation and monitoring.		64.1%	25
Methods and techniques for grant proposal writing.		46.2%	18
Basic computer software use.		74.4%	29
Campus and community resources and referral agencies related to the population served.		71.8%	28
		answered question	**39**

Descriptors of Basic Skills Coordinator Skills

27. Whether you have a Basic Skills Coordinator or not, please select all of the following SKILLS you feel are necessary to the Basic Skills Coordinator position. Check all that apply.		Response Percent	Response Count
Planning, developing, implementing and managing a comprehensive program of services and programs for educationally disadvantaged students, including recruitment, retention and outreach.		92.3%	36
Reading, interpreting and applying regulations, policies, and procedures related to the program.		92.3%	36
Planning and tracking program budgets.		76.9%	30
Representing the program at a variety of internal and external committees and meetings.		94.9%	37
Establishing and maintaining a variety of records and data.		87.2%	34
Preparing effective written reports and correspondence.		**97.4%**	38
Establishing and maintaining effective working relationships with those contacted in the course of the work; sensitivity to and ability to work effectively with educationally disadvantaged students of diverse ethnic and cultural backgrounds.		94.9%	37
		answered question	**39**

Descriptors of Basic Skills Coordinator Abilities and Education

28. Whether you have a Basic Skills Coordinator or not, please select all of the following ABILITIES you feel are necessary to the Basic Skills Coordinator position. (Check all that apply.)			
		Response Percent	Response Count
Manage the activities and operations of a college department.		62.2%	23
Exercise initiative and creativity to meet educational needs and solve problems.		94.6%	35
Motivate faculty, staff, and colleagues to continually improve programs and services.		**97.3%**	36
Plan, direct, and manage the activities and operations of community college Basic Skills lab.		64.9%	24
Establish and maintain effective working relationships.		**97.3%**	36
		answered question	**37**

29. Whether you have a Basic Skills Coordinator or not, please select all of the following EDUCATION/EXPERIENCES you feel are necessary to the Basic Skills Coordinator position. Check all that apply.			
		Response Percent	Response Count
Master's degree, preferably in Education, with an emphasis in Reading; English; ESL; or Mathematics; OR the equivalent.		74.4%	29
Minimum of one year of formal training, internship, or leadership experience in a management role.		56.4%	22
Commitment to provide instruction for students with diverse abilities and interests. Personal qualities to work effectively and sensitively in a multicultural student environment.		**94.9%**	37
Understanding of and commitment to the mission and philosophy of the California community college system.		84.6%	33
		answered question	**39**

Appendix 7
Effective Practices and Planned Actions
Summary
Analysis by the ASCCC

Data for this summary was obtained from the 2007-2008 Basic Skills and ESL Action and Expenditure Plans.

103 Colleges provided Action Plans with usable information.

The top Practices and their related planned actions identified by the colleges are listed for each category. The planned actions listed are a general representation of a majority of colleges that identified these strategies.

For more details on which colleges identified specific Practices, please see the Effective Practices spreadsheet.

A. Organizational and Administrative Practices

A.3.2 (38 colleges) Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).

The planned actions associated with Practice A.3.2 include:
- Hire, appoint, assign or designate personnel that will lead the Basic Skills program and/or coordinates with other departments campus-wide. Colleges plan to seek funding for any additional hires.
- Establish a steering committee/task force to look at administrative structure and best practices that ensure Basic Skills student success.

B. Program Components

B.3.2 (44 colleges) Counseling and instruction are integrated into the developmental education program.
B.3.1 (42 colleges) A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.

The planned actions associated with Practices B.3.1 and B.3.2 includes:
- Increasing counseling through additional hires, designating existing counselors to Basic Skills students specifically or increasing office hours
- Establishing or increasing collaboration and liaison between counselors, students and faculty in Basic Skills classes; collaborations could include "early alert" programs
- Stress availability of existing student services through workshops or additional presentations

C. Staff Development

C.2.1 (39 colleges) Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.

The planned actions associated with Practice C.2.1 include:
- Improve coordination between various developmental education faculty and administration by creating, reassigning and/or supporting cross representation on task forces/committees that meet on a regular basis.
- Provide opportunities for developmental education faculty to attend/participate in regional statewide seminars/conferences/workshops that look at innovative strategies and latest research on developmental education program development.

D. Instructional Practices

D.2.1 (36 colleges) Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integrations, writing across the curriculum, and use of writing labs).

The planned actions associated with Practice D.2.1 include:
- Expand, enhance, develop or increase the visibility of Learning Communities on campuses
- Enhance existing (or create new) Writing Centers. Related to the Writing Center enhancement is, training tutors specifically in developmental education.
- Provide opportunities for faculty to develop and share strategies and best practices in developmental education.

All strategies, combined and ranked

Effective Practice	Total times this area is identified	Number of colleges identifying these strategies				
		35-44	25-34	15-24	5-14	0-4
A	**712**	3.2	2.2, 3.4, 3, 2.1, 1.1, 4.4, 5.1	2.4, 3.1, 1, 1.4, 2.3, 4.2, 1.5, 5.3, 6.2, 1.2, 4.1, 5, 5.2, 3.5, 4, 3.3, 1.3, 2, 6.1	6, 6.4, 7.1, 7.4, 4.3, 5.4, 7, 7.2	6.3
B	**497**	3.2, 3.1	1.2, 2.5, 1.1, 4.1, 1.4, 3	2.2, 3.4, 3.3, 1.3, 2, 2.4, 1.5, 2.1, 2.3	4, 1, 4.2, 4.3, 4.4, 7.3, 7.5, 7.6	
C	**510**	2.1, 2.2	4, 3.2, 3, 3.3, 2	1.2, 2.6, 5.2, 2.3, 1, 3.1, 5.3, 2.5, 4.4, 5, 1.1, 2.4,	5.1, 4.5, 4.2, 4.1, 4.3, 4.6	4.7
D	**953**	2.1, 2.2	10.7, 6.1, 10, 10.5, 2, 9.2, 2.3, 2.4, 3.3, 10.6	1, 7, 1.1, 3, 6, 7.1, 6.3, 8, 9.1, 5.1, 5.2, 6.2, 10.3, 7.3, 1.3, 3.4, 5.3, 8.1, 1.2, 3.5, 7.2, 9, 10.4, 4.1, 5, 8.2	3.1, 4, 10.2, 4.3, 3.2, 4.2, 8.3, 10.1	

Appendix 8
TIPS DRAWN FROM PILOT COLLEGES' EXPERIENCES

(taken from the Basic Skills Website
http://www.cccbsi.org/Websites/basicskills/Images/Tips_Fm_PilotCollegesExp.doc)

> These tips describing **what colleges felt worked well** and **what they'd do "next time"** are drawn from 12 pilot college phone interviews and 29 online survey responses. Nearly all interviews included the CIO, one also included a CSSO, and three interviews included faculty. Survey responses represent eight colleges; 15 of the 29 survey responses were from faculty.

- Start now! Lack of time was a major hurdle for all the pilots. Colleges will now have twice as long (almost two semesters rather than one) to complete the self-assessment. However, we would still advise you to "start now". Do not have larger groups meet more frequently than every two weeks as participants need time to reflect and gather information between meetings.

- If possible, use an existing committee or other existing structure for the bulk of the self-assessment discussions. Alternately, consider a "retreat" approach to "get away from campus" in order to spend significant time discussing complex issues. In either case, have all the key players there. At least one college provided flex credit to faculty who participated. A few provided food.

- Colleges who were most satisfied with the self-assessment process had visible support from college leadership and substantial participation of faculty. Consider asking key department chairs (English, ESL, mathematics, counseling, learning assistance) to recommend 2-4 faculty members for participation. Most colleges tried to get as many faculty involved as possible.

- When gathering participants, consider how commitments to other major college projects may impinge on the time participants can give to the self-assessment. If possible, find ways to create synergy between projects. Pilot colleges were divided about which was more important for participants to have: energy or experience.

- Review accreditation-related and other college documents which may be useful for the self-assessment. Do not "reinvent the wheel" or replicate work. When possible, build on what you already have. *Example:* One pilot college was preparing for an accreditation review cycle and therefore starting a revision of both their Educational Master Plan and Strategic Plan. When possible, they plan to integrate items from the basic skills self-assessment planning matrices into these to institutional plans. One of the challenges that has already emerged is the need to separate what is specifically being done in basic skills from broader institutional initiatives. So, for example, in the initial consideration of staff development, there was a perception that the college is particularly strong in staff development. However, once they looked at staff development that focused on basic skills, they found that they did not do a very good job of providing staff development in the basic skills area.

- **CRITICAL**. Have leaders who are well versed in literature review. One suggestion is to "task" committee members with responsibility for being versed in the literature review-- ideally have several experts for each area. The literature review was used by most of the

pilots to provide context, create a common framework and provide legitimacy for the self-assessment process.

- Consider the use of a separate, initial process such as preceding departmental meetings to document "existing practices". A focus group approach may also work, but it may be more difficult to get participants.

- In order to keep focus, ask new participants to review the working definition of "basic skills" on page 13 of the *Basic Skills as a Foundation…* publication. For the purposes of the self-assessment, the terms "basic skills" and "developmental education" are used interchangeably.

- Fostering cross-college dialogue is a primary purpose of and benefit from the self-assessment process. It is important for leadership and participants to re

- main open to the discussion of ideas—particularly those drawn from the 26 effective practices presented in the literature review.

- There can be a tendency for participants to respond to each item with, "Oh, we do that." Moreover, it is difficult to get people to thoroughly read and comprehend the lit review prior to engaging in the process. Therefore, at least two colleges started with the self-assessment items, allowed participants to express their ideas, then sent participants back to the literature review for verification or revision of their assessment. This process allowed the colleges to focus more specifically on the practice or strategy.

- The self-assessment will help you develop an action plan. Keep the overall picture in mind; don't get bogged down in lots of details which can be attended to later.

- Remember that the self-assessment tool is an internal document. (Except the planning matrices / action plans, which must be submitted to the system office.) Use the tool in the ways most helpful to your college. As one survey respondent put it, do not "slavishly" follow the self-assessment tool. "I think that it can become distracting to try and fill in each of these boxes. It seems to me that it's less of a priority that we respond to every "best practice," and more important that we identify some practices that we want to pursue [based upon the literature review] and discuss how to proceed."

- Decide ahead of time how to handle complaints such as "we cannot make assessment mandatory" or "we don't have the money to do xyz". Bad attitudes are contagious (so are good attitudes!)   Sometimes people need time to vent; at the same time, avoid too much self-congratulation or immediately jumping into enthusiastic "spending mode". Set a productive and optimistic (yet realistic) tone. Focus on what <u>can</u> be done.

- Plan ahead on how to include non-developmental education faculty in the self-assessment process. You may have to occasionally remind them that we all serve students with developmental education needs.

- There is a learning curve to consider when sequencing the strands. At least one pilot college felt very clear that it was important to tackle the Instructional Practices strand after participants were comfortable using and relying on the literature review.

- Other tools to facilitate and focus discussions include handouts with definitions and literature review key points. These are especially helpful if there are "newbies" at each meeting—so valuable time is not spent orienting them.

- Facilitators should be experienced and should not "hold the marker" (i.e. use note takers for flip charts). One college used a clicker approach to ascertain the level of agreement on various items, then further discussed items for which there was not yet agreement. Another college hung "blow ups" of the self-assessment pages in order to keep discussions focused.

- "Repetition" may arise as working groups come up with similar ideas (e.g., "we need a developmental education coordinator"). You can take the view that this is positive as it confirms the desired direction of the college. Realize that having more small work groups (e.g., doing separate breakout groups for each effective practice) will "spread the work" but will also increase the amount of repetition.

- After ideas are generated, consider using a smaller group to organize them into "themes" in order to complete the planning matrices. It is difficult for a larger group to discuss budget implications.

- Use the support of other colleges in the CCC system. One college used a visiting team which they found quite helpful. Other colleges wish they had communicated more with sister institutions.

- Include a researcher to assist the self-assessment process in interpreting the available research--not as a source of blame or bad news, but as a tool for understanding institutional effectiveness.

Appendix 9
Resources for Chapter 18

Academic Senate for California Community Colleges(ASCCC). (2003, April). *Survey of effective practices in basic skills.* Retrieved from Academic Senate for California Community Colleges at http://www.asccc.org/Publications/Ppr.asp.

Basic Skills Website. (2007). *Tips drawn from pilot colleges' experience.* Retrieved October 11, 2008 at http://www.cccbsi.org/Websites/basicskills/Images/Tips_Fm_PilotCollegesExp.doc

Center for Student Success. (2007). *Basic skills as a foundation for success in California community colleges.* Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved on October 11, 2008, from http://www.cccbsi.org/publications.