

Los Medanos College
Basic Skills Initiative Report
Summary of Self-Assessment
Conducted in 2007-08



Prepared for the LMC forum
March 25, 2008

Table of Contents

	Pages
General Information about the Basic Skills Initiative	
What is the Basic Skills Initiative?	3
How is “basic skills” defined?	3
What are the criteria for identifying effective practices for basic skills students?	3
What are the effective practices identified in the BSI literature review?	4
How do community colleges qualify for BSI funds?	5
The Basic Skills Initiative at LMC	
How many developmental students do we have at LMC?	6
What process has been used at LMC to conduct the BSI self-assessment?	6
Who is on the BSI Steering Committee?	7
What are the recommendations that have come out of the BSI workshops at LMC?	7
Who has participated in the BSI workshops at LMC?	11
Appendices: Summaries from the BSI workshops	13

What is the Basic Skills Initiative?

The Basic Skills Initiative (BSI) is a collaborative effort by the State Academic Senate, the Research and Planning Group for California Community Colleges, and the California Community College System Office (CCCCSO) in response to the current CCCCCO strategic plan for increasing student success and readiness. In its initial phase, the BSI began with a study of effective practices in basic skills programs commissioned by the CCCCCO and conducted by the Center for Student Success, the research and evaluation arm of the Research and Planning Group, and reviewed by a panel of community college faculty with extensive expertise in basic skills.

The study, entitled *Basic Skills as a Foundation for Student Success in California Community Colleges*, has three components:

1. An extensive review of the literature related to basic skills practices, complemented by an overview of strategies employed by 33 California community colleges and nine out-of-state institutions.
2. A self-assessment tool that colleges use to reflect on how their current practices fit with the effective practices for basic skills students identified in the literature review.
3. A cost/revenue model for developmental education programs which provides a way to explore the incremental revenues that can be derived over time from such programs.

How is “basic skills” defined?

For purposes of this study, the following working definition of basic skills was established:

Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.

During our BSI workshops at LMC, we have adopted a broader definition of “basic skills” that dovetails with the work of the LMC Developmental Education Program. Specifically, we have defined “developmental student” as a student who is currently enrolled in or has previously taken at least one pre-transfer math, English, or ESL course. This definition is also broader than the state definition of “basic skills” used in categorizing courses by TOPS codes.

What are the criteria for identifying effective practices for basic skills students?

In order to establish criteria for “effective” practices, the BSI literature review adopted a variation of Hunter Boylan’s definition of best practice, modified as follows:

“Effective practices” refer to organizational, administrative, instructional, or support activities engaged in by highly successful programs, as validated by research and literature sources relating to developmental education.

Over 250 references, spanning more than 30 years, were reviewed with the goal of identifying organizational and administrative practices, program components, staff development, and instructional practices that commonly characterize effective developmental education programs.

What are the effective practices identified in the BSI literature review?

The following is excerpted directly from *Basic Skills as a Foundation for Student Success in California Community Colleges*, pages 4-6.

A. Organizational and Administrative Practices

Institutional choices concerning program structure, organization, and management have been related to the overall effectiveness of developmental education programs. The following effective practices have been identified in this area:

- A.1 Developmental education is a clearly stated institutional priority.
- A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.
- A.3 The developmental education program is centralized or highly coordinated.
- A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7 Institutions manage faculty and student expectations regarding developmental education.

B. Program Components

According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs. These include:

- B.1 Orientation, assessment, and placement are mandatory for all new students.
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs.
- B.4 Financial aid is disseminated to support developmental students.

C. Staff Development

According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis. Specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction. Effective practices include:

- C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs.
- C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts.
- C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

D. Instructional Practices

Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners:

- D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental education faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

How do community colleges qualify for BSI funds?

Each college must use the self-assessment tool provided in the *Basic Skills as a Foundation for Student Success in California Community Colleges* to analyze how their current institutional practices fit with the effective practices for basic skills students identified in the literature review.

The structure of the self-assessment tool mirrors the four broad sections of the literature review. Each section contains:

- a suggested list of participants by job title who would be expected to have knowledge of the institution's practice,
- research-based strategies for accomplishing each effective practice,
- prompts to assist the participants in evaluating the institution's current practice,
- a planning matrix

The analysis results in the development of a plan for improvement that is submitted to the CCCSO in May 2008. Funding above the flat allocation of \$100,000 is based on enrollment in basic skills courses (identified by TOP Code) and the submission of the plan for improvement. Current plans indicate that BSI funding will be granted for three years. LMC anticipates an estimated total of approximately \$975,000 in BSI funds.

The Basic Skills Initiative at LMC

How many developmental students do we have at LMC?

- An average of 1,550 students took the LMC placement test in Fall 2004, 2005, and 2006. Of those, 75% - 80% were assessed as needing pre-transfer level coursework in math, English and/or ESL.
- Developmental math courses comprise approximately 77% of all math course offerings, and 55% of all English course offerings at LMC.
- Of those students who received an AA degree in Spring 2006, 79% had completed at least one pre-transfer level math or English course at LMC.
- Of the 561 students who were transfer-prepared in 2005-06, 40% took a pre-collegiate English course and 54% took a pre-collegiate math course at LMC.

What process has been used at LMC to conduct the BSI self-assessment?

A BSI Steering Committee began meeting in spring 2007 to coordinate the BSI work at LMC. In fall 2007 eight members of the Steering Committee attended a day-long training for BSI Coordinators on the self-assessment tool from *Basic Skills as a Foundation for Student Success in California Community Colleges*. The committee agreed to focus

LMC's self-assessment on those sections of the self-assessment tool that dovetailed with current work at LMC, specifically HSI grant work on tutoring and ESL, the equity and access work coordinated by IDEA, and the LMC Developmental Education Committee's current focus on the effective integration of instruction and academic support services.

In fall 2007 and spring 2008 the committee has offered a series of seven BSI workshops at LMC that focused on nine sections of the self-assessment, with at least one section from each of the four broad areas. Faculty, staff, managers, administrators, and students have been invited to attend based on the recommended list of participants from the self-assessment tool. In addition, open invitations were sent from the Office of the Vice President for workshops this spring. On average, each workshop lasted 1.5 to 2 hours and was attended by 12-20 people.

During each workshop, participants discussed the effective practices in the literature review, identified where effective practices were or were not occurring at LMC, and made recommendations for how these practices could be advanced in the future at our college. After each workshop, participants were sent a summary of the discussion and a survey to ascertain which recommendations had the support of the participants.

Updates on BSI work have been given to the Academic Senate, the Classified Senate, and the Associated Students. Further feedback will be solicited at a college-wide forum in March and via an online survey that will be sent to all LMC faculty, staff, managers, and administrators. There is also a plan to hold one or two workshops for students.

Based on the workshop discussions and the feedback from the forum and the surveys, the BSI Steering Committee will write a general action plan for the college and submit it to the CCCSO in May 2008.

Who is on the BSI Steering Committee?

The Steering Committee is composed of faculty, staff, and managers associated with the following BSI-related areas:

- Developmental Education Program (Myra Snell and Nancy Ybarra)
- ESL (Gabriella Boehme)
- Student Services, IDEA, and counseling (Newin Orante and Phil Gottlieb)
- Senior Deans of Instruction and Student Services (Richard Livingston and Gail Newman)
- Dean of Liberal Arts and Sciences (Gil Rodriguez)
- Office of Institutional Research (Humberto Sale)
- Vice President (Dan Henry)
- HSI (Ruth Goodin and Rosa Armendariz)

What are the recommendations that have come out of the BSI workshops at LMC?

The following list of recommendations came from the discussion in LMC BSI workshops. Each recommendation is keyed to an effective practice from *Basic Skills as a Foundation for Student Success in California Community College*. Only recommendations that were ranked as “somewhat important” or “very important” by at least 75% of the workshop participants are included.

Workshop #1

Effective Practice A.1: Developmental Education is a clearly stated institutional priority.

Recommendations connected to the research for Effective Practice A1:

- find positive ways to talk about the courses and services we provide for the majority of our students who are not yet fully prepared for our transfer and occupational programs; for example, perhaps we should rename the DE Program the "Academic Advancement Program" which could be proudly promoted and marketed.
- facilitate open and honest discussions about who our students are and what they need to succeed. Publicize data and invite inquiry
- recruit, hire and train all faculty, not just English and math teachers, to teach students in ways that promote active, engaged learning. Create a college culture that stresses that helping students learn is everyone's responsibility.

Workshop #2

Effective Practice A.5. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

Recommendations connected to the research for Effective Practice A5:

- conduct research regarding assessment, including the number and percentage of students taking assessment tests, enrollment choices of these students, and their success in these classes. Use this research to inform advisory and prerequisite discussions.
- create a central location (e.g. a learning center) that can provide new academic support services or coordinate and refer students to already existing ones
- identify a specific individual whose job it is to oversee the integration of instruction and support services

Workshop #3

Effective Practice A.4: Institutional policies facilitate student completion of necessary

developmental coursework as early as possible in the educational sequence.

Recommendations connected to the research for Effective Practice A.4:

- LMC counselors or others working in student support services develop a shared vision and philosophy for advising developmental students
- If LMC research demonstrates that late enrollment correlates with higher failure rates, investigate the feasibility of proactive measures such as closing registration prior to the start of classes, requiring EOPS applications and assessment be completed prior to the 1st day of classes, or restricting late enrollment to sections that begin later in the semester
- identify or create appropriate academic pathways for developmental students, such as identifying Occupational or General Education courses that are tailored to different levels of English and math preparation or creating Learning Communities that pair ESL, developmental math or English with GE courses
- offer professional development opportunities for GE and Occ. Ed. faculty that focus on addressing the needs of underprepared students, such as Reading Apprenticeship, Writing Across the Curriculum, or quantitative literacy
- support initiatives that are designed to prevent the marginalization of developmental students, such as innovative use of college work-study, requiring a college success course that incorporates leadership training, or making sure that developmental courses are interesting and relevant to students' interests.

Workshop #4

Effective Practice B.3: Counseling support provided is substantial, accessible, and integrated into academic courses/programs.

Recommendations connected to the research for Effective Practice B.3:

- promote actions that encourage more students to meet with counselors to develop an educational plan. For example: 1. Send letters to students who have completed x number of units, and have declared a goal of transfer/degree/certificate, but have not developed an ed plan, or 2. Encourage collaboration between counselors and faculty, similar to learning community models such as Puente or the Counseling Partnership with English 70 and Math 12
- strengthen early intervention systems. For example: 1. A case management system for students as soon as they go on academic or progress probation, or 2. an electronic monitoring system that aims to connect students with counselors as soon as instructors identify patterns of behavior such as poor attendance, late assignments, etc.

- promote hiring practices and professional development that emphasize teaching and counseling/advising DE students
- create a centralized place to address students' needs, including needs for counseling and advisement (Such a place might also include peer mentoring and student leadership that encourages students to seek out counseling and advisement.)

Workshop #5

Effective Practice D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Effective Practice D.6: Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Recommendations connected to the research for Effective Practices D.4 and D.6:

- intentionally and consistently highlight student work and student voice as part of our culture
- offer systematic professional development on instructional approaches that research validates as effective for diverse student populations: active learning, collaborative and contextual learning, challenging tasks, etc.?
- promote conversations about the affective elements of teaching and learning -- what motivates teachers, staff and students to be here and do their best?
- provide staff development that helps faculty and staff relate to a culture of youth: new technologies, interests, cultural perspectives, etc.
- provide mentoring programs that help students and faculty/staff connect?

Workshop #6

Effective Practice C.4: Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Recommendations connected to the research for Effective Practice C.4:

- institute a formal system of training full and part time faculty and staff in effective pedagogy and curriculum for students who are still developing basic skills
- include in the formal training include credit course work, perhaps through a university such as Cal State East Bay, that is offered on our campus and provides

training in selected topics, such as course design, culturally responsive teaching, assessment of learning, reading instruction, online instruction, etc.

- create a Teaching and Learning center to "house" professional development both literally and organizationally
- ensure that matters of equity, diversity and student voice be central to professional development initiatives
- consider developing and mentoring leadership abilities for faculty, staff and students as an essential element for professional development

Workshop #7

Effective Practice B.1: Orientation, assessment, and placement are mandatory for all new students.

Effective Practice D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

Recommendations connected to the research for Effective Practice B.1 and D.3:

Survey in process

Who has participated in the BSI workshops at LMC?

A big "thank you!" to the following people who participated in BSI workshops at LMC and apologies to anyone inadvertently left off the list:

Art Alatorre, Stepanie Alves, Teresea Archaga, Rosa Armendariz, Judy Bank, Shirley Baskin, Jeffrey Benford, Jennifer Blackman, Gabriella Boehme, Ed Bolds, Tess Caldwell, Loretta Canto-Williams, Sandra Castillo, Jorge Cea, Milton Clark, Catherine Cook, Bill Francisco, Marco Godinez, Phil Gottlieb, Dan Henry, Joellen Hildbrand, JoAnn Hobbs, Erlinda Jones, Kiran Kamath, Marie Karp, Nick Knueppel, Demetria Lawrence, Cherry Li-Bugg, Richard Livingston, Carol Love, George Mills, Sandra Mills, Akilah Moore, Luis Morales, Frances Moy, John Mullen, Gail Newman, Michael Norris, Newin Orante, Gil Rodriguez, Humberto Sale, Erma Smith, Myra Snell, Jeannine Stein, Laura Subia, Micheal Yeong, Nancy Ybarra, and an English tutor whose name, unfortunately, we didn't record

Appendices: Summaries from the BSI Workshops

**Basic Skills Initiative Workshop #1
Summary
Flex week August 2007**

Effective Practice A.1: Developmental Education is a clearly stated institutional priority.

In attendance: Art Alatorre, Judy Bank, Jennifer Blackman, Gabriella Boheme, Milton Clark, Marco Godinez, Phil Gottlieb, Dan Henry, Joellen Hildbrandt, Nick Knueppel, Richard Livingston, Akilah Moore, Frances Moy, Gail Newman, Gil Rodriguez, Humberto Sale, Laura Subia

What is the ideal? (In other words, what would it look like if developmental education was a clearly stated institutional priority at LMC?)

Developmental education would:

- Be a visible, easily identified and understood program on campus
- Be an integral part of all college-wide planning and research
- Receive adequate funding to supports its goals and priorities
- Receive the support of college leadership in sending a consistent message about its importance on campus and in the community
- Receive the support of the college community in promoting the pre-transfer curriculum and support services that are the foundation of success for the majority of LMC students
- Reflect a college commitment to a “prepared institution” philosophy that publicly acknowledges the national reality that the majority of community college students will require at least one pre-transfer course in order to meet their academic/career goal, and rejects a student-deficit model that implies students should be “fixed” as quickly and quietly as possible.

What evidence do we have about the extent to which this practice is in place at LMC?

- DE is not identified as a program in the college catalog or class schedule, nor is it found on the college website
- Pre-transfer courses are included in college orientation materials, but there is no mention of a “program” as there is, for example, clear reference to an honors program.
- DE is explicitly referenced in the Educational Master Plan.
- DE is adequately funded, and in fact, constitutes a significant portion of college expenditures

- Faculty in English and math have reassigned time to provide leadership and coordination for the program, but there is no institutional recognition of the duties and responsibilities of these “leads”, nor anything that compels faculty to participate in the professional development and assessment activities they may design.
- While a mission statement, philosophy and goal statement for DE exists, it is not common knowledge, nor does it appear in any college publication.
- Faculty who provide leadership in DE are on many college committees, but not by design. There are no committees, other than the DE committee, that explicitly call for DE representatives.
- Experience in teaching students who are not prepared to engage a college curriculum is not highlighted in hiring most faculty, full or part time.

How can we make DE a more clearly stated institutional priority at LMC?

- Find positive ways to talk about the courses and services we provide for the majority of our students who are not yet fully prepared for our transfer and occupational programs. For example, perhaps we should rename DE the “Academic Advancement Program” which could be proudly promoted and marketed.
- Facilitate open and honest discussions about who our students are and what they need to succeed. Publicize data and invite inquiry.
- Recruit, hire and train all faculty, not just English and math teachers, to teach students in ways that promote active, engaged learning. Create a college culture that stresses that helping students learn is everyone’s responsibility.

Basic Skills Initiative Workshop #2

Monday, September 17, 2007

Summary

Effective Practice A.5:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

In attendance: Art Alatorre, Jennifer Blackman, Cherry Li-Bugg, Catherine Cook, Joellen Hiltbrand, Kiran Kamath, Nick Kneuppel, Richard Livingston, Carol Love, Sandra Mills, Gail Newman, Gil Rodriguez, Humberto Sale, Myra Snell, Jeannine Stein, Michael Young

Ruth Goodin, Nancy Ybarra

What is the IDEAL? (In other words, what would it look like if a comprehensive system of support services existed at LMC, and was characterized by a high degree of integration among academic and student support services?)

When a Comprehensive System of Support exists at LMC:

- All students will receive quality counseling
- There is a comprehensive and well utilized tutoring program for all students including multiple venues: within classrooms, outside of class, supplemental instruction.
 - Staff and faculty are trained to effectively use and work with tutors
 - All Tutors are trained and evaluated, and actively involved in on-going tutor support/leadership activities
- Peer, faculty and community mentorship program are well established
- Students are taking full advantage of faculty hours which are effectively offered
- Close communication exist between instructors, labs and library regarding assignments
- Faculty and staff know what support services and resources are available for students and they know how to effectively make referrals
 - A triage office works with students to assure linkages with needed and appropriate services.
- Leadership opportunities exist for all students
- Learning communities / First Year Experience, which link academic and support services, are available to all students
- Support services, workshops and “bridge” classes are available during the summer (before the semester begins)
- Orientations and assessments are mandated and students are referred appropriately
- Assessment of learning takes place in all classes and outcome data is disaggregated by ethnicity

What evidence do we have about the extent to which this practice is in place at LMC?

- There is approximately 50% success in DE classes
- Students are urged to take classes that they assess into in their first semester
- DE success and persistence into sequential classes is being tracked and disaggregated
- DE classes are regularly assessed
- Academic support services:
 - Reading & Writing Center (serves more English 100 students than DE students)
 - Math lab with self-referred drop in tutoring (increased use by DE students / questions of equal access)
 - Limited tutoring currently available; new lead tutor creating comprehensive program
 - Course embedded tutoring (English 70 / 90 / not all sections and Math 1, 2, 7, and by request – through 30)
 - Embedded counseling/ Partnership – English 70 & Math 12
- (A few) Learning Communities with support services
- Leadership opportunities are available on a limited basis
- Some classes provide college tours and scavenger hunts (eng 70 +)
- We lack a comprehensive and systematic approach to orient and welcome new students
- Student support services are inequitable; often program specific and not available to all students
- Many students' support services needs are not identified, therefore they are not being served appropriately
- Many faculty do not know how to address students' non-academic concerns
- LMC's Early Alert System is limited

How can we create a comprehensive system of support services exists, which is characterized by a high degree of integration among academic and student support services.

- Create a paid position (with adequate funding) to centralize and implement the philosophy and ideals of the integration of student services with instruction – Make it someone's responsibility – do not make it solely the responsibility of a committee
- Develop plan, and find an organizational “home” for, professional development and staff training
- Before creating new programs and services (such as a Centralized Learning Center) to meet the students' needs – create opportunities for (far reaching) student input; talk to our students and listen to what they want.
- Provide Triage (in the R&W Center /Learning Center) staffed with professionals to assist students in identifying their needs and in accessing appropriate resources

- Conduct research to learn if students who enroll in classes for which they assessed are more successful than those who did follow assessment recommendations. Use this research to lead discussions regarding mandatory assessment and placement.
- Pilot programs which are proven effective practices; such as “Video SI classes” and other (less expensive) SI models, Course Centers as alternatives to faculty office hours, First-Year Experience (integrating academics with student support services).

Basic Skills Initiative Workshop #3

October 26, 2007

1-3:00

Effective Practice A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

In attendance: Art Alatorre, Gabriella Boheme, Sandra Castillo, Jorge Cea, Ruth Goodin, Dan Henry, Joann Hobbs, Richard Livingston, Luis Morales, Michael Norris, Newin Orante, Gil Rodriguez, Humberto Sale, Myra Snell, Jeannine Stein, English tutor (a student whose name we didn't record ☺)

Discussion of research findings cited in the BSI literature review:

- ✓ Students who complete a developmental education course during 1st year of enrollment have better persistent rates; those who complete a developmental education course during their 1st semester are retained at higher rates than those who do not attempt remediation their 1st term.
- ✓ Students who complete remediation prior to enrolling in college-level courses and those who enroll in remedial courses and college-level courses concurrently earn grades comparable to college-ready students. Underprepared students who did not remediate had lower grades.
- ✓ DE classes should include critical thinking & learning skill development (and not just be repetitive skill & drill)
- ✓ DE students often feel disenfranchised – It is important to provide mechanisms to avoid these feelings of being marginalized

What exists at LMC? What is the Evidence?

Effective Practice: Students are required to receive early assessment and advisement for sound educational planning.

At LMC assessment is recommended but not required. Students cannot enroll in Engl 90 or higher without appropriate assessment scores, but students can enroll in any transfer-level math course without taking the placement test if they have successfully completed Intermediate Algebra at any time in their life.

In Fall 2006 LMC assessed approximately 3600 students, but we do not know how many of these students enrolled. A math instructor said that this semester roughly 90% of his prealgebra students had taken the placement test, which is a significant increase relative to four years ago.

Effective Practice: Students are advised and encouraged to enroll only in college-level classes consistent with their basic skills preparation.

Advisement differs depending on the counselor. Anecdotal evidence suggests that students who have taken the assessment test and received academic advisement often cannot remember which counselor they met for the advisement and do not understand why particular courses were recommended. There is a perception that students often enroll in classes that fit their schedules, rather than following their advisement or assessment recommendations.

A variety of other concerns were expressed by individuals in the group based on their personal experiences:

- Students are often encouraged to take GE courses because these courses do not have prerequisites, yet the advisement ignores English placement scores.
- Underprepared students who are inappropriately enrolled in GE courses do not pass; yet faculty fear that prerequisites will adversely affect enrollments.
- Some GE course designs are not consistent with the level of preparation indicated by the advisories. This makes advising students difficult. In particular, it is difficult to identify courses that ESL students can take.
- Some GE courses could be appropriate for DE students but the way these courses are currently taught makes it difficult for DE students to succeed.

Effective Practice: Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.

The ESL/Child Development Learning Community is an example of how to prevent marginalization of basic skills students. These students are currently employed in the Child Development field, so they bring expertise to the classroom that motivates their learning and their success.

Another example is the RN program's new approach to handling students who do not pass the statewide assessment when they first enter the nursing program. Students cannot take nursing classes until they complete remediation, but they are encouraged to enroll in a new course about the nursing field that is designed to motivate them to continue.

Other concerns expressed individually:

- Students feel marginalized when they can only take DE courses.
- Some faculty do not want to teach developmental students and refuse to acknowledge the need for reading and writing remediation in their own classrooms.
- Students who have trouble navigating the system are not being effectively served.

Effective Practice: Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.

This is not occurring at LMC.

How Might These Practices Be Advanced at LMC?

The following ideas are not prioritized and may not have the unanimous support of the group attending the workshop.

Assessment and advisement:

- Develop a shared vision and philosophy for advisement for DE students that reflect effective practice.
- Create opportunities for early assessment, including a flyer with clear and easy steps for the student to follow. This flyer should be available in every office on campus.
- Investigate ways to accommodate students who enroll late without undercutting the assessment and advisement process or setting students up for failure. For example,
 - identify courses that are typically needed by this population (e.g. Engl 70, career or other counseling courses, prealgebra, etc.) and start a few sections of appropriate courses later in the semester.
 - Restrict enrollment for late starters to pre-selected courses.
- If research demonstrates that late enrollment correlates with higher failure rates, investigate the feasibility of closing registration prior to the start of classes. Require EOPS applications and assessment be completed prior to registration.

Concurrent enrollment in DE and GE:

- Create Learning Communities that pair DE or ESL courses with appropriate GE courses. Cal State East Bay's First Year Experience Program is a good model; students choose a cluster of classes based on their assessment score and area of interest.
- Develop or revamp existing courses to serve as an "intro to a major" (e.g. Intro to Engineering, Intro to Nursing, Intro to Environmental Sciences) and pair these with relevant DE courses. The "intro to a major" could be designed to teach reading, critical thinking, and problem-solving in the discipline.
- Create multiple Occupational Education "pathways" that are tailored to DE level.
- Create pairings of DE English and GE; GE faculty can tailor their reading and writing assignments to the appropriate level of English.
- Identify through research the appropriate level of English preparation for each GE course. Create GE "strata" or bands that are keyed to English preparation. Establish English prerequisites or advisories for each band of courses. Design reading and writing assignments for each band of courses keyed to English level.
- Identify GE and Occ. Ed. faculty who are willing to advertise their classes as "designed for [a given level of English or math preparation]". Compensate these faculty to participate in professional development designed to address the needs of underprepared students, such as the Reading Apprenticeship.
- Offer professional development for all GE faculty that helps them analyze the reading level of their textbook, the difficulty level of their writing assignments, etc.
- Ask every department to identify one GE course that is appropriate for students who assess at a given level.

Creating community to prevent marginalization:

- Create opportunities through innovative use of college work-study to provide on-campus jobs for DE students, e.g. student ambassadors.
- Require a college success class that incorporates leadership training.
- Make sure DE courses are interesting and relevant to students' interests.

What research do we need to conduct?

- Identify through research the appropriate level of English preparation for each LMC GE course, i.e. compare success rates by English preparation.
- Compare the success in college-level courses of DE students who complete remediation first versus those concurrently enrolled.
- Determine the number and percentage of DE students who become transfer-prepared; how long does it take them?
- Each fall determine the percent of 1st time students who assess; determine the percentage of those who assess that follow their assessment advisement for math.
- Compare the success rates of students who enroll prior to the 1st day of class with those who enroll after the 1st day of class.
- Identify colleges that close registration prior to the 1st day of classes (e.g. Valencia Community College in Fla.) Investigate the implementation issues and solutions for such a change.

Basic Skills Initiative Workshop #4

November 29, 2007

Effective Practice B.3 : Counseling support provided is substantial, accessible, and integrated into academic courses/programs.

In attendance: Art Alatorre, Jorge Cea, Marco Godinez, Ruth Goodin, Phil Gottlieb, Dan Henry, Demetria Lawrence, Richard Livingston, Luis Morales, Michael Norris, Newin Orante, Gil Rodriguez, Humberto Sale, Myra Snell, Michael Yeong

Discussion of research findings cited in the BSI literature review:

Effective developmental education programs include:

- Intrusive, proactive, early advisement, counseling and intervention
- Intensive monitoring
- Mandatory orientation
- Highly structured and accessible counseling, especially for part-time and evening students
- Partnerships between faculty and counselors, including program planning and evaluation
- Training for counselors in specific needs of DE students
- Comprehensive counseling services, including social and affective needs of students

What exists at LMC? What is the Evidence?

Effective Practice: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.

- Orientation attendance has declined
- Student handbook includes information on advisement based on assessment scores
- 27% of faculty participate in Early Alert system
- A 1 unit orientation class has been developed through counseling ; three sections were offered Fall 07 and nine sections will be offered in Sp 08, four of them at off-campus sites
- EOPS and Athletics send out progress reports students enrolled in those programs

Effective Practice: Counseling and instruction are integrated into the developmental education program.

- DE Counseling Partnership in English 70 and Math 12- a counselor makes a presentation in these courses early in the semester informing students of counseling services and the importance of ed planning. The goal is for all students

- in these courses to have an ed plan by the end of the semester. In Math 12, about 34% of students enrolled at first census had an ed plan by the end of the semester in both Fa 06 and Sp 07. In English 70, it was 47% in Fall 06 and 35% in Sp 07.
- Learning communities such as Puente and Create to Change integrate counseling and instruction.
 - ESL courses are now inviting our ESL counselor to make presentations in ESL courses
 - Most faculty are not in communication with counselors

Effective Practice: Counseling staff are specifically trained to address the academic, social and emotional needs of developmental education students.

- Counselors have broad training and experience, but the college has not provided any specific training for counselors on the content/pedagogy of DE courses or students' needs in those courses.

Effective Practice: Counseling of developmental education students occurs early in the semester/quarter.

- No, except for DE partnership presentations in English 70 and Math 12 and special learning communities such as Puente and Create to Change, and recently, ESL courses.

How Might These Practices Be Advanced at LMC?

The following ideas are not prioritized and may not have the unanimous support of the group attending the workshop.

- Involve counselors in early alert process, perhaps through some kind of electronic monitoring/tracking system such as ACES, a program used at CCC.
- More focused interventions for students on academic probation
- Identify students who do not have an ed plan and send them an invitation to set up a counseling appointment
- Have counselors schedule appointments “on the spot” after presentations in English 70 and Math 12 presentations – could this be done on line?
- Ask EOPS to alert instructors prior to sending out mid-semester progress reports in order to allow instructors time to structure appointments/conversations with students about their progress.
- Develop a case management approach for students who need it most
- Tap into student leadership initiatives in order to have students encourage other students to see a counselor and develop an ed plan/ encourage peer mentorship
- Encourage greater communication and collaboration between faculty and counselors, eg. class assignments that promote counseling and advisement
- Encourage group approaches to advisement
- Include expertise in working with DE students in all job descriptions and hiring processes, not just English and math / provide professional development on teaching DE students for all faculty

- Create a Student Success Center, a centralized place to address students' needs
- Provide families with orientations/ information so they can better support family members who attend college
- Promote use of the Career Center to help students identify their goals
- Hire more counselors, especially those with expertise in counseling and advising DE students

What research do we need to conduct?

- Track the number of entering first time freshman who state degree/certificate/transfer as a goal who attend an orientation and have an educational plan. Do this every semester.

**Basic Skills Initiative Workshop #5
Summary**

Thursday, January 31, 3:00 – 4:30 p.m.

Effective Practice D:4

Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Effective Practice D:6

Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Present: Ruth Goodin, Joellen Hiltbrand, Ed Bolds, Humberto Sale, Erlinda Jones, Rosa Armendariz, Dan Henry, Myra Snell, JoAnn Hobbs, Luis Morales, Demetria Lawrence

Facilitated by: Nancy Ybarra and Ruth Goodin

Best Practices:

Key elements

- Communicate high expectations
- Value what students bring
- Active learning methods
- Knowledge of cultures teaching/discussing
- Teachers' knowledge of student cultures; ways of learning & communicating is important
- Utilize curriculum to capitalize on students' backgrounds
- Emphasizes – students actively participate in class (for teaching and learning)
- Positive perspectives on family; inclusion of family
- Inclusion / validation of students personal experiences
- Teacher takes role of “moderator”

What would you see in a culturally responsive classroom in which a faculty member employs a variety of instructional approaches to accommodate student diversity?

- Teacher not in center of experience / Learner centered
- Engagement/active learning
- Active student engagement works
- Group / collaborative learning
- Collaborative problem solving
- Contextual learning; integration of classroom learning & real life
- Curriculum is relevant to student lives
- Rewarded for own success
- High expectations – challenging tasks – grappling
- Structure of class allows for student autonomy
- Peer group interaction
- Classroom discussion

- Students taking risks & teachers taking risks; can be scary for teachers; things keep moving in productive/organic way toward goals
- Faculty is sensitive to students experiences
- “If students don’t talk/participate in classroom – how do they bring their experience to the classroom?”

What can institutions do to expand these effective practices?

- Agree upon shared values
- Share positive outcomes with community
- Facilitate formation of learning communities – more than linked classes – support services important
- Notice many students learn in difference ways....of knowing
- Support learning communities
- Sharing of Research & Data (across campuses)
- Opportunities for sharing students’ work (everywhere on campus – the celebration of students)
- College-wide active learning
- Recognize that when we talk about “Culturally Responsive;” means more than race / ethnic diversity; we also include economic and other issues. (Multi-cultural events on campus have been notes by some as offensive because they have sometimes focused on ethnic foods and customs only)
- Create a Learning College – expand professional development

What evidence exists that the Effective Practices are being implemented at LMC?

- Professional Development opportunities
- Teaching Communities
- Child Development (in Spanish)/ESL – includes perspectives of the students
- Puente
- Ethnic Studies
- Classroom experiences which include student experiences
 - (examples: Math – Activity Packets info contextual to students lives/issues; English – multicultural curriculum)
- Labs brings people together....A place conversation circles and engagement
- Learning Communities/Labs – across cultures
- Materials in library representing a multi-cultural perspective
- Parents of students work in The Child Development Center
- Art/Music classes – are often more active for student involvement
- Students form group to discuss equity/access in classroom
- Look at student evaluation data to see if faculty stimulate thinking; active engagement
- Translation of college materials
- Identification of people on campus who speak various languages
- IDEA Task Force and activities
- Student Clubs

- AVID Program embraces many of these concepts
- Active Learning seen in:
 - Counseling Partnership
 - Tutoring into classroom
 - R&WC
 - DE Sequence in Math & English
 - Speech (speeches being practiced in the library)
 - Observations throughout campus
 - Small group projects / presentations
 - Alex Sterling's public display of student work in the LMC Experience

“Don’t confuse covering content with education”

Question: How do we assess if active learning is taking place in the classroom?

How might these Practices be advanced/expanded at LMC?

- Publicly displayed work
- Opportunities for students to receive public recognition of what they have learned
- Hearing from students: Student performance / voices as part of all LMC public gatherings
- Create more systematic professional development on ACTIVE learning (We are all learners)
- Organized structures for Professional Development
 - Help participants by structuring follow-up activities in which to practice active learning in the classroom
 - How do we hold people accountable?
- Bring back College hour

- Creation of a Teaching & Learning Center

- Bring HEART into classroom
Why are we working here?
- Read the book – *The Courage to Teach*
Discussion regarding inspiration of why we are here?
Include the cultural and human level

- Create activities / opportunities to alleviate faculty / students feelings of isolation
- Faculty/staff need to relate to - reach out to students
 - Be risky “ask about music that students listen to”
 - Use Blackboard – Homepage for e/student bring into classroom
 - E – Portfolios
 - Technology – internal e-mail; student connections
 - Learn students “language/culture” (Jargon / text messaging)
 - Meet students on their own terms

- Watch *Growing Up On-line* (PBS show); helps to understand how students learn
- Keep up with the CULTURE OF YOUTH
- Provide AVID Training for faculty and staff

- Multilevel – Multigenerational
 - Mentoring/Connections (youth mentor older people and older people mentor youth (Faculty / Students / Tutors / Staff
 - Work with students to have them understand connection of culture & academics (you don't have to give up who you are)

- Culture / Diversity needs to be in the VALUES of the College; Master Plan

BSI WORKSHOP #6
TUESDAY, MARCH 4, 2008
EFFECTIVE PRACTICE C.4 – STAFF DEVELOPMENT

PRESENT:

Nancy Ybarra
Michael Yeong
Ruth Goodin
Joellen Hiltbrand
Michael Norris
A'kilah Moore
Erma Smith
Gabriella Boehme
Gail Newman
Rosa Armendariz
Sandra Mills
Tess Caldwell

Evidence of Effective Practice C.4: Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

PEER MENTORING

- in English Department
 - tied to Evaluation process (intermittent)
 - DE lead mentors new faculty in DE (PT and FT)
- in Math Department (intermittent)
 - Conducted mostly with new people
- Reading and Writing Center
 - Director mentors consultants
 - Offer trainings
- In ESL, they are discussing setting up a mentor program – happens informally now.
- Dave Nakaji's class- classroom consultation (Is this still happening?)
- There is discussion about training faculty on how to use tutors
- Informally in learning communities with teams
- Distance Ed. Laurie and Madeleine have written a grant to provide mentorship to instructors

INSTRUCTIONAL CONSULTATION

- Reading Apprenticeship workshop
 - WEST ED working with Sandra and Michael Yeong
 - Nancy worked with Janice Townsend in Child Dev several years ago. Janice has since attended the training herself.

- Thirteen faculty members at LMC have attended the RA week long training
- Consultants came in to RWC on topics like ESL
- George Sabagga, adjunct faculty member in math, often serves as a consultant in the math department.
- IDEA hosted a flex workshop with Jamal Cooks from SFSU on Culturally Relevant Teaching. There is discussion to bring him back for follow up.
- Center for Critical Thinking – we have had 2 intensive workshops on campus, and several faculty have attended conferences/workshops sponsored by the Center for CT
- Carnegie resources – campus visits
- 10 years ago LMC had training in Process Education that was offered before flex
- IDEA workshop series
- Consultation with CCN/California Tomorrow
- IDEA weekend retreats
- PUENTE Regional Trainings
- AVID Summer Institutes
- UMOJA Statewide Consortium – consultation, regional conference

REFLECTIVE TEACHING

- TEACHING COMMUNITIES in Math and English Depts. (semesterly)
 - English – created portfolios
 - Math – currently doing Japanese Lesson Study, a formal approach to collaborative and reflective teaching
- SCHOLARSHIP OF TEACHING AND LEARNING –Dev.Ed. faculty in English and math participated in a semester long workshop and developed websites that documented their work in consultation with Carnegie scholar Randy Bass.
-

CLASSROOM ASSESSMENT TECHNIQUES

- Instructors were trained years ago in Cross/ Angelo model – hard to tell who uses/applies
- NEXUS (A’kilah participated in the last class of NEXUS...about 6 years ago)
- Dave Nakaji’s class included classroom assessment
-

INTERSEGMENTAL PARTNERSHIPS

- CAL PASS – meets monthly to link, K-16 – Review curriculum to align
- Occupational Education also meets to align curriculum

OTHER STAFF DEVELOPMENT EFFORTS

- Workshop with CAA – Dr. Alfred Tatum (series) – Erma attended reading workshop
- Conference @ SFSU on composition
- ESL faculty attend Annual CATESOL conference and regional conferences
 - helps to bond, provide resources

- Great Teachers Seminar – many instructors used to participate. Still posted on web, but no one signs up.
- Sabbaticals

HOW CAN WE PROMOTE STAFF DEVELOPMENT?

- Clear philosophy statement linked to D.E.
- Structure to provide training
- DE Leaders provide training
- Deans provide training in new Faculty Orientation
- Offer credit classes on campus (maybe with CSUEB) on teaching practices
- (or on-line)
- Include Adjunct Faculty in this (53% of our instructors)
- Offer options for Classified Staff, too.
 - Incentives for staff to participate
 - Coordination of services
 - Offer workshops outside of flex when staff can attend
 - work out issues of timing, intimidation
- Structure intensive experiences (week-long on a topic); interdisciplinary
- Send more than one person/department
- Create consistent approach so that more people can go
- Expand reading apprenticeship workshop to more faculty
- Create mechanisms to recruit and to bring back information
- @ Canada College, require essay report to be shared with dept. after conference
- Create ARCHIVE (maybe WIKI) with conference stuff and reports
- Issue of Cultural Competency (has to be part of S.O./how we spend our \$)
 - Who are our students, DE students
- Reflection on who our students are and changes
- Mondays – meetings; can we *designate special time for staff development (i.e. "college hour") plus dedicated structure (TLC)?

Teaching and Learning Center

- STRUCTURE – we need place (literal) within organization to manage, offer, support with person responsible.
- Place and mechanism to build leadership
- "First Year Experience" for faculty and staff
- Mentorship on becoming administrators
- Program Director training
- Go back and review Professional Development. documents from LMC's early days
- Interview veteran faculty and staff (ORAL History)

- We should get student input:
 - What kind of skills and abilities do our faculty and staff need to work with our students?
 - Student panels, focus groups – allow for students to talk to us and LISTEN – host series of "CHAT SESSIONS"

- IDEA hosted a student panel in the fall semester that was very enlightening. Students spoke about their needs, challenges, and what was working well for them at LMC.

ADDITIONAL THOUGHTS:

- Faculty person's job = to build connections/relationships
- Building connections doesn't mean losing authority (no boundaries)
- Support training; no exact formula but offer tips, strategies
- Build skill set to teach well and capitalize on passion for a subject/discipline
- Offer classes by Education Faculty (ex. CSUEB or Adult Ed. Teaching Certificate Programs)
- Build into faculty orientation structure
- Build campus culture, becoming a learning college

BSI Workshop #7
March 12, 2008
Effective Practice B.1 & D.3

In attendance: Stephanie Alves, Teresea Archaga, Rosa Armendariz, Shirley Baskin, Gabriella Boehme, Jeffrey Benford, Loretta Canto-Williams, Jorge Cea, Bill Fracisco, Phil Gottlieb, George Mills, John Mullen, Gail Newman, Michael Norris, Richard Livingston, Nancy Ybarra

B.1: Orientation, assessment, and placement are mandatory for all new students.

Summary of the research

Research supports the practice of mandatory orientation, assessment and placement. All are correlated with higher rates of retention and success, with the exception of one national study that found a negative correlation between mandatory placement and retention in community colleges. (The authors of this study, however, feel this was the statistical result of higher numbers of students with weaker skills being included in the sample of students in remedial classes – whereas in voluntary placement the weakest students may opt out altogether.) This same study did find a positive correlation between mandatory placement and course success in community colleges. Despite research findings on the benefits of mandatory orientation, assessment and placement, most students in community colleges do not receive it. Colleges are encouraged to consistently communicate the benefits of these services, as their lack is detrimental not only to individual students, but to the college and state as a whole. One study indicated that only 10% of students who require such services and do not receive them achieve their college goal.

To what extent are these practices in place at LMC?

We do not have mandatory assessment or orientations. As for mandatory placement, we do have prerequisites for English courses which can be met by certain scores, including multiple measures, on the placement test. (Students, of course, can challenge prerequisites and are informed of the process to do that.) In ESL, students are highly encouraged to take the assessment placement test and to follow its recommendations, but it is not mandatory. In the math department, we do have some prerequisites in the developmental sequence, but students can meet prerequisites in ways that run counter to results of the placement test. For example, a student taking the placement test may place in Elementary Algebra as a recommendation, but if they have passed Algebra II at any point in their lives, they can enroll in Statistics, a higher level course.

We have a one unit Orientation to College course.

How can we advance these practices at LMC?

Some workshop participants would like to require mandatory orientations for all new students who are pursuing a certificate or degree. There are problems with doing this, however, since it may have a negative effect on enrollments, and there may be logistical issues. It was noted that participation in orientation has declined since the advent of online registration.

One possibility is to offer orientation online.

Is there a way to mandate orientations? Would it need to be a district wide policy to prevent “flight” to other campuses that don’t require it?

D.3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

Summary of the research

Successful DE programs explicitly address the social and emotional development of their students along with their cognitive development. Research recommends an integrated approach to cognitive and affective dimensions of learning. “At – risk” students require an array of student services in order to succeed in pursuing their educational goals: financial aid, child care, transportation, etc. Research consistently shows that students who are engaged with faculty, staff and other students persist and succeed at higher rates than those who are not engaged. This can be difficult to achieve in a “commuter” college, but there are models of other colleges, such as Bronx Community College, that have been successful in doing so. This is a first year experience program with a focus on personal and academic counseling. In addition to mandated courses in remedial reading, writing and math, students at this college were required to meet with a counselor three times during the semester, and to take an orientation/career development course. They were also encouraged to use other academic support services such as tutoring. The program resulted in a 29% increase in retention and higher course completion rates.

To what extent are these practices in place at LMC?

Learning communities such as Puente, Classrooms without Borders, AVID, and soon to be launched Umoja, explicitly address holistic development of students, taking into account personal, social, and cultural aspects of learning, as well as the cognitive.

DE course outlines of record in English and math include learning outcomes that address use of college resources and “effective learning” skills such as working effectively in groups, taking responsibility for learning, and using metacognitive strategies to monitor learning.

Counseling partnership in English 70 and Math 12 is an attempt to connect the classroom and counseling services.

EOPS requires their students to see a counselor three times each semester and intentionally addresses the holistic development of students.

Programs like CARE and CalWorks address the affective needs of students.

We have an academic early alert system, in which instructors have the opportunity to report students who are showing signs of being at risk academically.

We have a crisis intervention counseling team and they have a manual posted on our intranet.

Some instructors actively work towards integrating affective and cognitive dimensions of learning; other instructors may not see that as their job, or do not know how to do it.

How can we advance these practices at LMC?

We need more professional development to help instructors integrate the cognitive and affective dimensions of learning.

We need more partnerships between counselors/student services and instructors.

We need to offer more workshops for students and run them consistently even if there are low numbers in the beginning. Over time, participation will increase.

We could build on recent efforts to create learning communities and perhaps a first year experience program.