

Basic Skills Initiative: Participant Self-Assessment Tool
Steering Task Force Workshop: 1-10-08 (Updated 1-18-08)

- Ratings:**
- 1 - Highest Priority: Should be part of objectives and action plan. State reasons for making it a priority and possible recommendation(s) related to this practice.
 - 2 – Priority: Important but complex issue that merits further investigation to determine the level of priority. Include the major issues related to this practice in your rationale.
 - 3 – This should be a low priority for CCSF. Explain in the rationale why you would rate this as a low priority.
 - 4 – CCSF has completed this practice or continues to work effectively in this area.

Ranking: Average rating for each item. The lower the number, the higher the priority.

	Effective Practice	Ranking	Related Practices	Rationale
	Organizational and Administrative Practices			
A.1	Developmental education is a clearly stated institutional priority.	3.6		Our policy may emphasize basic skills but our practice does not reflect our policy in certain areas (e.g., access to courses, hiring criteria). Need to adopt idea that we’re all responsible, all “teachers”
A.2	A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.	2.6	A.3	While we demonstrate a commitment to basic skills reflected in many college policies and practices, we do not have a clearly articulated mission statement related to basic skills. <ul style="list-style-type: none"> • Re:“Clearly specified goals & objectives are established for dev courses and programs” • No mission statement that it’s a <u>program</u> as opposed to <u>collection of courses</u> – related to A3 – these two (A2 & A3) are linked (higher level person coordinating gives it more clout) • Not enough focus on career and technical education students • Multiple definitions of what is included in basic skills offerings (e.g., one level below transfer vs. pre-collegiate and basic skills). • Need to clarify the skills students have at a particular level of basic skills to better address their needs Develop a policy that will develop a culture of success Need for a “personable” approach to deal with students, the concept of program can isolate students.

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				Focus on issues of underrepresented students. Re.: Prioritizing A.2: Need to do A3 first, then can address A2 – A2 is not easy to accomplish in the time we have
A.3	The developmental education program is centralized or highly coordinated.	1.3	Related to most practices	Centralizing not the issue, need to make it highly coordinated. References to the Basic Skills Committee proposal. A.3 was referenced throughout the discussion of other practices as basic principle and the lack of it as an impediment to progress. Basic Skills Committee recommendation addresses this Maybe Steering Committee should consider making its own recommendation as a starting point for all this? Not much point for the workgroups to churn their wheels around this when it's already gone through shared governance
A.4	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	1.8		A student should complete a certain level of basic skills before going into main curriculum, or, failing that, start working on it as early as possible. Because of enrollment pressures, this is hard for colleges to buy into. The opposing view is that “not every good idea needs to be a requirement.” Issues that are causing problems <ul style="list-style-type: none"> • Access to the classes is a problem • Registration priority is a problem Spiraling problem – students don't get basic skills courses, but want to go to school, so take other courses, then fail, then get discouraged, then drop out This issue is getting a lot of attention at the State Chancellor's level – “mandatory placement” is being considered. <ul style="list-style-type: none"> • Worst case scenario is that they say that students cannot enroll in college level courses until complete basic skills (though this is pedagogically sound, there are practical impediments to this) • This is a sensitive problem that deserves discussion Bottom line issue: we need to provide more sections so that students can get in <ul style="list-style-type: none"> • Awareness of this is not as strong in other departments other than math and English • Ideally, we want to get everyone in a section the first semester; priority for that

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				<p>class in the next semester could be an alternate strategy.</p> <p>This semester, the English department scheduled some additional classes to open if there was enough demand. However, we have an official policy against wait-lists, so some students were not able to schedule other classes around “wait listed” English classes. The Department had to close two sections because of low enrollment. A wait list might have provided enough enrollment.</p> <p>We need tell students the skills they need to succeed in classes. For example, we need to tell them that they need to be able to read the textbook to pass the class. Creating advisories for courses might help this.</p> <p>We need to educate each other about what the various levels in English & math mean – what students can do at those levels</p> <p>Staffing for basic skills classes is a priority; it limits offerings.</p>
A.5	A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.	1.3	A.3,4; B3,4; D3, 9,10	<p>In discussion of other practices, the following issues related to A.5 came up:</p> <p>Need for scaleable practices</p> <p>References to good examples of integrated services (EOPS, retention programs), but large numbers of students do not access those programs and services.</p> <p>While we have a comprehensive system of support services, it is NOT characterized by a high degree of integration among academic and student support services. Integration is the challenge.</p> <p>There is a strong connection between A5 & B3</p> <p>How do you integrate? What kind of initiatives do we do to integrate?</p> <ul style="list-style-type: none"> • Expanding the small retention programs and/or identifying the most effective practices of retention programs to bring those practices “up to scale.” • Recommendations to bring specific support systems to the larger group of students • Our departments are so large, that they often schedule professional development for themselves without including other departments that could contribute/benefit. For example: Include Basic Skills instructors in Counseling retreat • We need to know more about what is going on around the campus & increase integration between academic & support services • Make other groups more aware of services (e.g. technical and career program initiatives) • There is a need for “cross training” counselors and instructional faculty. <p>We get integration by doing things together – in workgroups, think of projects where the</p>

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				<p>various groups are doing things together that promote mutual understanding and shared objectives.</p> <p>At the same time, we are a huge college – everyone cannot know everything – just two groups working together can be very useful – we shouldn’t demand that everyone come to everyone’s retreats</p> <p>Faculty often don’t know how to refer students to these services, even if they know about the services</p> <p>Need to clearly define the breadth of what we’re trying to do and the specificity of who we’re doing it with</p> <ul style="list-style-type: none"> • Identify the cohorts that you’re trying to address with your recommendation • Trying to do X, but application of it to everyone is not going to be possible in the first year • What should be the first target group? • Come up with a timeline: “in the first two years …,” “in the next two years…” • Need to be practical – retention programs are great, but expensive, so which aspects of the retention programs work best & should we try to expand?
A.6	Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	2.5		<p>Basic skills programs have done a good job in hiring related to basic skills, but what about content areas?</p> <p>Students report that they’re having difficulties in classes – report that many instructors aren’t basic skills friendly – faculty need to be friendly and personable</p> <p>Pool of interested & knowledgeable dev ed applicants is small – it’s not easy to hire these faculty</p> <ul style="list-style-type: none"> • We won’t get people with a lot of experience, so how do we identify people who are open to adapt. How do we foster & encourage that adaptation? So faculty development becomes crucial • Lack of understanding of and experience with basic skills students among non-basic skills faculty. • Attention to cultural & linguistic diversity in faculty development. • Integrate cultural knowledge into job descriptions • Particular need for basic skills sensitive faculty in occupational programs • Counseling – needs to understand basic skills students & basic skills curriculum – understand what it means to be at X level

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				<ul style="list-style-type: none"> Hiring should use multidisciplinary approach, including input from B.S. faculty and counselors. <p>Recent hires have been impressive.</p>
A.7	Institutions manage faculty and student expectations regarding developmental education.	2.2	A.2	<p>This is very much needed, but difficult to accomplish</p> <p>Complex situation: Instructors need to have the <u>knowledge</u> to do certain things that need to be done for basic skills students & then <u>desire to want to do</u> that – it takes a lot of knowledge to teach these kinds of courses</p> <p>Need to adopt idea that all faculty are responsible for basic skills, all “teachers” are basic skills teachers.</p> <p>What are the preconceptions that basic skills students bring to their studies? Struggling or think they’re ok – students don’t understand where they are & when they do understand, that’s the moment of trauma</p> <ul style="list-style-type: none"> Basic skills students are lacking many skills that are gained through those basic skills they lack – many things haven’t been read, abstract thinking, etc Students can lose momentum over breaks – consider amore realistic schedule/calendar Affective issues – feelings about school & their subjects = one of the points where we lose them <ul style="list-style-type: none"> Basic skills students have failed a lot – we need to work hard to help them succeed – get friends, mentoring, peer relationships Faculty apply cognitive approaches to things that are clearly affective – motivation, emotional resiliency – what are we doing to create an environment where students can see failure as good failure? Each department acts like continents – need to include basic skills expectations across the curriculum – eg. English expectations in a content course Need to connect students’ values to college experience <p>New student orientation & core classes can set out expectations, but Many students don’t go to orientation</p> <ul style="list-style-type: none"> Students don’t get financial aid until too late in the semester Reaching down into high schools to do outreach & set expectations <p>School aides who are here year round can provide more than volunteers who are here for one semester</p>

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				Related to mission statement & coordination of program
	Program Components			
B.1	Orientation, assessment, and placement are mandatory for all new students.	2.5		<p>This is a critical issue – these students need the most assistance, but we treat them like cattle, throw information at them and then they can’t get the Engl/math classes they need</p> <ul style="list-style-type: none"> • “Mandatory” causes problems – but we have problems with “suggestion” too – advisories on classes – advisories help student understand the connections are between disciplines • Entire school needs to be involved in orientation – not just counselors • A second orientation for students – not just at the beginning – for once they’ve experienced college for a while – Guidance R <p>There are certain selective students we should target and put our energy/resources into</p> <p>Issues of enrollment vs. placement and enforcement</p> <ul style="list-style-type: none"> • Sending mixed messages – need to assess, but when we need FTE we focus only on getting students in – we need to make a decision & stand by it • Same thing happens in classroom – need 20 students and have 8 but... - ethical situation, everyone is doing what they need to protect themselves <p>Series of short videos that students could watch in counseling office that cover some of these issues (students won’t watch?)</p>
B.2	Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	2.4		<p>How often is the data being used?</p> <ul style="list-style-type: none"> • Need to do more in terms of program review – bring it back & use it better • Assessments of programs – required by state • 2 year cycle for assessment of basic skills programs • Look at basic skills within the content areas – ask the non basic skills classes what they are doing to address the needs of basic skills students in program review. <p>How big a priority is this? Are there other things that need to come before this? E.g. sequencing</p>
B.3	Counseling support	1.4	B 1,2, 4;	Closely connected with A5

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	provided is substantial, accessible, and integrated with academic courses/programs.		D3, 4, 10	
B.4	Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	2.3		<p>Financial aid dollars & books aren't available for many weeks into the semester; students don't get financial aid until too late in the semester</p> <ul style="list-style-type: none"> • Consideroucher program with bookstore – student who knows financial aid is coming can still buy books • Need for expansion of aid to help students with all their needs • Reports that financial aid checks coming earlier this semester? • Staffing/space for financial aid office • Consider other book loan programs (departmental) <p>Course load issues</p> <ul style="list-style-type: none"> • Cap in units – cuts off financial aid for some students • Number of units must be taken to keep financial aid • Other options to help them balance units with financial aid, e.g. mid-term classes, better advising on schedule balancing (demanding vs. less demanding courses), 20 minutes is not enough time for counselors to get to know students adequately • Counseling – help students pick classes wisely given their life situations – <p>Complexity of financial aid and scholarship applications</p> <ul style="list-style-type: none"> • Students lack time & basic reading/writing skills to take advantage of these offerings
	Staff Development			
C.1	Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the	1.5		See below

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	institutional mission.			
C.2	The faculty plays a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.	1.6		See below
C.3	Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	1.1	C 1,2,4 All Ds.	<p>Basically we do not have very limited staff development consistent with the effective practices and that limited staff development does not reach a critical mass.</p> <p>Funding</p> <ul style="list-style-type: none"> • There were questions about the availability of funding. • Basic Skills funds can cover staff development. • We do ultimately have to find a way to include it in the U budget (i.e., regular District budget). • The programmatic recommendations that are made by the BSI recommendations should also specify the type of staff development that is needed to implement those recommendations. <p>The definition of staff development needs to be broad so that it can include various types of programmatic development such as Math’s Title 3 video project and the evolution of the English 91 course.</p>
C.4	Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated	1.5		We won’t get people with a lot of experience, so how do we identify people who are open to adapt. How do we foster & encourage that adaptation? So faculty development becomes crucial

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	programs/services.			
C.5	Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.	2.1		This is going to be complex – the BSI participants are highly motivated, but other faculty may not be particularly interested or motivated to participate Need incentives
	Instructional Practices			
D.1	Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	2.1		
D.2	Curricula and practices that have proven to be effective within specific disciplines are employed	2.4		High priority but really complex <ul style="list-style-type: none"> • Academic freedom can be an issue • Instructors have different teaching styles • Time – faculty do not get time to meet and confer with colleagues. • Ties into staff development – need time for reflection/sharing/learning from one another • Independent flex days – if we’re dedicated, we should make use of these • Flexible flex days where classes in general would be meeting, but a department could do other things – you would lose teaching time, but would gain time for departments to meet & share information • Needs to be ongoing – one-shot workshops are the most useless form of professional development • Majority of our students are people of color – need to set up learning environments that are effective <p>Connected to discussion of hiring of faculty</p> <ul style="list-style-type: none"> • Are we willing to go outside the norms of how we hire & hire nontraditionally – look at people who may not have teaching experience, but may have other important

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				<p>backgrounds</p> <ul style="list-style-type: none"> Occupational instructors who may come in with rich experiences from the field but no experience working with basic skills students In job announcements, what other statements could we highlight to make sure applicants are what we want – but then have to go back to the department & make sure they value instructors who are experienced & enthusiastic about basic skills
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.	1.3	A 7 D 4, 6, 7, 9	This practice links back to staff development – we need staff development to help instructors appreciate and understand that holistic issues are as important to student success as content. We need staff development to address how various types of faculty and staff can support student needs.
D.4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	1.7		<p>It would be good to expand MIP to a much larger cohort of faculty through staff development</p> <ul style="list-style-type: none"> Voluntary program designed to raise awareness and sensitivity of faculty and counselors about cultural differences that are a reality in our classrooms and how those cultural perspectives impact our students’ learning Workshops with national leaders and smaller workshops with MIP leaders Need to develop understanding of culturally responsive teaching (CRT) and how to relate that pedagogy to your discipline What is the student’s cultural context to teaching and learning that a student brings to a classroom – so you can understand when a student responds to you in a particular way what cultural components involved in that student reacting to you that way <p>MIP attracts people who are already interested</p> <ul style="list-style-type: none"> Workgroups should explore how to get more people to “buy in” -- need to engage other instructors in a broad range of programs and disciplines. Need to find other ways to involve faculty in CRT if they are not oriented toward MIP’s structure. When a student needs help or are having problems in a class, we tend, as teachers, to

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				not think about it as us, the teachers, who need to be responsible -- sometime faculty need the help.
D.5	A high degree of structure is provided in developmental education courses.	2.3		<p>Not all courses structured enough – instructors need to be more clear</p> <ul style="list-style-type: none"> • What do we mean by “structure”? Concrete to abstract? Content specific – well planned, step by step • Basic skills students don’t have ability to organize, help them organize by presenting them with structure • People learn from doing – a major part of classes needs to be having them do things and giving them feedback – need more of this in a basic skills courses <p>Efforts to strongly structure curriculum can be long and expensive, but we have experience with some go models to maximize these efforts.</p>
D.6	Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	2.3		<p>Faculty must know different methodologies – think about theory – if you know the proven theory, try to replicate it – instructor needs to be knowledgeable</p> <p>Need to expand programs that are trying to link math/English with other programs and courses – issues of scalability in current efforts, but this model can be very effective</p> <p>Easier to judge the students & blame them for their failure, faculty need to take responsibility for student success. – open to recognizing that they need to change what they’re doing</p> <p>Need autodidactic instructors – maybe need to modify rules in paper screening to get to interview the faculty with basic skills teaching potential, faculty who can learn from their experiences with students.</p> <p>Assessment of faculty needs to mirror the diverse instructional modes we adopt; too frequently evaluation emphasizes traditional teaching methodologies and can inhibit new and different methodologies.</p> <p>Honor and respect diversity</p> <p>Accept that there are people with disabilities – need to make instruction effective for them too</p> <p>Staff development is crucial.</p>
D.7	Programs align entry/exit skills among levels and link course content to college-level performance requirements.	2.0		

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D.8	Developmental education faculty routinely share instructional strategies.	2.2		Faculty do not have time or protocols for sharing instructional strategies with each other.
D.9	Faculty and advisors closely monitor student performance.	2.2		Early Alert – very important, should follow student throughout Front loaded services (<i>needs clarification</i>)
D.10	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	1.9		We do a lot of this, but it is tremendously important Early Alert needs to be used much more extensively. A lot of the LACs work is on individualized tutoring – comprehensive should mean “course related” – we need to do supplemental instruction Full time permanent classified staff tutors can have a huge impact on student success with <ul style="list-style-type: none"> • They learn the job, learn it well, & stick around • We have had excellent results with this in Math & English & DSPS Strategies Lab