2012 ESL/Basic Skills Professional Development Grant Progress Report

Submitted by

Los Angeles Community College District
Introduction

As one of the largest higher education systems in the world, the California Community Colleges System serves more than 2.6 million students annually; however, many of these students are considered underprepared, lacking the basic skills necessary to succeed in college-level coursework (California Community College Chancellor’s Office, 2009; Fulks & Alancraig, 2008). These students are often referred to as basic skills students because of their enrollment in classes—including English, reading, writing, math, and ESL—that are designed to give them the necessary skills for success. Supporting them in this endeavor is a critical component of the mission of community colleges, yet faculty, staff, and administrators have historically received little training in how to effectively do so. The California Community Colleges’ Success Network, or 3CSN, is intended to address that need.

Beginning its endeavor in 2009, the California Community College Success Network (3CSN) began with four pilot networks throughout the state, linking colleges geographically closely situated as well as the establishment of a week-long leadership institute called BSILI. Within a year, the number of regions expanded and colleges throughout the state were exponentially increasing participation in regional and statewide activities and events. In response to requests for more targeted support, 3CSN and its regional networks began crafting specific communities of practice, workshops and events and tools to help colleges in their quest to improve student success rates.

The most targeted and specific of the activities introduced by 3CSN were the introduction of the communities of practice. Focusing on student persistence and completion, the first networked communities, the California Acceleration Project (CAP) and Reading Apprenticeship Project (RAP), have grown triple-fold within less than two years time. In addition, there was enough interest and momentum from the field to launch a new community of practice based on interest generated during LINKS events; this new networked community, Habits of Mind (HoM), will help faculty and staff alike build students’ perception of responsibility, motivation and college-like behaviors.

As participation in 3CSN-sponsored events skyrocketed, so did the requests for tools that would help colleges explain to those outside of the Basic Skills realm the urgency for getting things done. Working with the RP Group and the California Community Colleges Chancellors Office, 3CSN sponsored the creation and development of the Basic Skills Cohort Tracking Tool. Housed on the Chancellor’s Office website, the Basic Skills Cohort Tracking Tool gives all 112 California Community colleges easy access to data on student progress through their English, reading, ESL, and math pipelines.
Fittingly, with the release of the Student Success Task Force (SSTF) results, it became even more evident that not only was 3CSN in line with the expectations of the legislature, but that in many instances, 3CSN has already begun to lay the groundwork for achieving these recommendations. Activities, events, workshops and sponsorships have been forged which address many of the recommendations:

- Use LINKS to promote 3CSN by giving participants an opportunity to learn about, to become involved or to immerse themselves in transformational data driven practices for curricular and institutional redesign (SSTF #2, 4, 5, 6, 7)
- Respond to stated needs of faculty by supporting networked Communities of Practice which deepen participants’ capacities for inquiry, leadership, and transformation. (SSTF #2, 4, 5, 6, 7)
- Offer sustained support and technical assistance for faculty implementing data driven, high impact pedagogical practices which promote persistence and acceleration (SSTF #2, 4, 5, 6, 7)
- Offer sustained support through BSILI and accompanying learning networks for faculty and staff implementing data driven institutional redesign (SSTF #2, 4, 5, 6, 7)
- Develop the professional identities of community college faculty – through presentations, workshops, publications, and sustained classroom and campus inquiry and action research projects (SSTF #1, 4, 5, 6)
- Strengthen partnerships with nationally recognized initiatives that support curricular and institutional transformation (SSTF #1, 6, 7)

**Overview**

The following pages detail several of the accomplishments for the 2011-12 year of the ESL/BSI Professional Development Grant, better known as 3CSN—the California Community Colleges Success Network. Highlights include:

1. Basic Skills Cohort Tracking Tool
2. CAP graduates their CoPA (Community of Practice in Acceleration)
   a. emergence in national dialogue
3. RA adopted as a formal CoP of 3CSN in Fall 2011
   a. RA integrated into FTLA 2012 (Faculty Teaching and Learning Academy)
4. HoM emerges as a pilot CoP
5. Development of online coursework
6. BSILI 2012 - 3 new CoPs
7. Revitalization of the structure of 3CSN

The progress of 3CSN continues to be significant, considering its mere three and a half years of existence. The table below provides a snapshot of the extent to which California’s community colleges have connected to 3CSN.
And the chart below gives an overview of the levels of activity as we have continued to build the network in 2011-12.

<table>
<thead>
<tr>
<th>Learning Networks</th>
<th># of Participants</th>
<th># of Colleges unduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSLLI—annual week-long Summer Leadership Institute</td>
<td>150+</td>
<td>64</td>
</tr>
<tr>
<td>LINKS—cohesive workshops focused on student completion</td>
<td>1,300+</td>
<td>86</td>
</tr>
<tr>
<td>BSI Coordinator Convenings—focused on action plans, data, &amp; evaluation</td>
<td>300+</td>
<td>100</td>
</tr>
<tr>
<td>CoPA—Acceleration community of practice</td>
<td>250+</td>
<td>36</td>
</tr>
<tr>
<td>RA CoP—Reading Apprenticeship community of practice</td>
<td>500+</td>
<td>48</td>
</tr>
<tr>
<td>Regional Learning Networks—ongoing collaborations &amp; gatherings focused on curricular &amp; institutional redesign</td>
<td>7,500+</td>
<td>94</td>
</tr>
</tbody>
</table>

**Building the Network**

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<tbody>
<tr>
<td>Regional Networking—ongoing and deepening: Math Knowledge Exchange; Faculty Teaching and Learning Academy; New collaborations with Achieving the Dream, San Diego Writing Project, Alliance for Language Learners’ Integration, Empowerment &amp; Success (ALLIES), ESL &amp; Reading Apprenticeship</td>
<td>New CoP (Habits of Mind) Designed &amp; Launching June 2012</td>
</tr>
<tr>
<td>BSLLI—Leadership for Curricular &amp; Institutional Transformation</td>
<td>1st Level RA Online Course Exponentially Expanded</td>
</tr>
<tr>
<td>BSI Regional Coordinator Events—Fall 11/Spring 12</td>
<td>2nd Level RA Online Course Designed &amp; Launching with new RA Leadership CoP</td>
</tr>
<tr>
<td>Cohort Tracking Tool Launch &amp; Dissemination</td>
<td>New Habits of Mind Online Course in Development &amp; Launching Fall 2012</td>
</tr>
<tr>
<td>Math Pathways North &amp; South</td>
<td>Acceleration Evaluation project with RP Group</td>
</tr>
<tr>
<td>SSSC—three threads, 2 preconference sessions</td>
<td>Websites—2 new community of practice sites launched; redesign of main site</td>
</tr>
</tbody>
</table>
The progress report is organized around the grant’s objectives; thus, 3CSN’s significant strides in increasing the capacity of practitioners to scale initiatives for student completion will be detailed under the following main objectives.

Main Objectives

This five-year renewable grant has five primary objectives (LACCD, 2010):

Objective 1
Create the initial infrastructure for a permanent professional development network/center—i.e., a statewide resource network designed to support ongoing professional development in ESL/basic skills improvement.

Objective 2
Provide local, regional, and statewide workshops that focus on the alignment of noncredit with credit curriculum; integration of instruction and student services; implementation of culturally responsive instructional and student services strategies; and implementation of strategies found to be effective for students transitioning from high school and strategies that are most effective for diverse student populations.

Objective 3
Assist colleges with establishing benchmarks and building capacity to demonstrate increased ESL/basic skills student success and with implementing appropriate outcomes assessment components as well as data collection procedures.

Objective 4
Expand electronic resources in order to build a knowledge base for practitioners regarding effective practices that lead to increased student success.

Objective 5
Conduct a summer Leadership Institute designed to provide training for faculty, administrators, and staff leaders involved in serving developmental education students, including student services faculty and staff, as well as faculty across disciplines.
Create the initial infrastructure for a permanent professional development network/center—i.e., a statewide resource network designed to support ongoing professional development in ESL/basic skills improvement.

The California Community Colleges’ Success Network, or 3CSN, grew out of this first grant objective, which is focused on the creation of a professional development network. 3CSN is primarily designed to guide faculty, administrator, and staff professional development through networks. The emphasis of the networks is on creating and sustaining communities of practice that will transform professional learning. These networked communities of practice are responsible for raising awareness about student success through college completion, defined as “a sequence of classes, a certificate, and degree, and or transfer” (LACCD, 2010). Through these networks, practitioners can share best practices associated with course, certificate, and degree completion; support faculty inquiry; and provide mutual support—whether in person, via trainings and meetings, or remotely through email, telephone, or the project’s website. These networks also create avenues through which research-based curricular and institutional transformations can be explored, discussed and tackled. Working in individual colleges, in regions, and/or in networked communities of practice, 3CSN participants have been exposed to national movements, such as the so-called “completion agenda” as well as statewide movements, such as the Student Success Taskforce (SSTF) recommendations.

The networked infrastructure of 3CSN consists of its “home-room” regional networks and its three Communities of Practice, the California Acceleration Project (CAP), Reading Apprenticeship™ Project (RAP), and Habits of Mind (HoM). The regional networks and their coordinators as well as the CoPs and their coordinators work hand-in-glove to support and sustain participants across the state. Indeed, the CoPs have largely been created due to the engagement with practitioners in the field and the coalescing around agreed upon areas where best practices need to be brought to scale to support student completion. This has led this year to increased cross-pollination, including regional network coordinators presenting at CoP events and CoP participants presenting at regional and statewide 3CSN events. Another refinement of the networked infrastructure of 3CSN has occurred in conjunction with BSILI, 3CSN’s leadership institute; BSILI now has its set of three communities of practice engaged in year-long work around curricular and institutional transformation centered on increasing the ability of students to quickly acquire the skills and course work necessary to complete their educational goals. More about these CoPs will be discussed in the section of this report covering Objective 5. In any event, a mere three and a half years into the development of 3CSN, the exponential success of the networked model has demonstrated more than ever that the starting premise of building ongoing professional development and improved teaching and learning across California’s community colleges through a regional network infrastructure has
Regional Networks

The regional networks remain at the heart of 3CSN’s ability to quickly mobilize practitioners in support of high impact interventions that will increase student completion. The overall value of the regional networks was supported through a six-month evaluation conducted under the direction of Dr. Tina Christie, UCLA, and submitted to 3CSN in early September 2011. The two main conclusions of the study are:

1. The characteristics of sustainable communities of practice are emerging across these networks, and the regional coordinators are integral to this development.
2. 3CSN offers opportunities for professional development that are compelling to participants and, often, to other stakeholders.

In 2009, during the program’s first year (technically its first six months as the networks were not launched until late-January/early-February), program leaders clarified their purpose and identity. In this initial stage, four pilot networks were established: the San Diego/Imperial Valley Regional Network (SDIVN), the Bay Area Regional Learning Network (BALN), the Sacramento/Central Valley Regional Network (SCVN), and the Los Angeles Regional Network (LARN). The regions, each coordinated by a Network Coordinator, set out to build the model of networking; wherein colleges would begin to share ideas, act as resources, and begin to shape the future of 3CSN. In that first six months, the Network Coordinators visited 27 California Community Colleges to introduce what 3CSN had to offer. After coordinators completed their initial site visit, they then began an ongoing series of extended professional learning activities, such as regional network meetings, visits to colleges outside of the network who requested guidance or help, and incorporation of network activities into existing collaborative groups. By the end of 2009, 35 colleges had participated in 36 3CSN-sponsored events and approximately 772 faculty, staff and administrators had attended a 3CSN regionally sponsored event. Now, three and a half years later, with over 125 regionally sponsored events annually, there have been approximately 7500 attendees from 94 California Community Colleges participating in 3CSN regional network events.

In 2010, the second project year, participants expanded the student completion agenda and built on the original four networks to include additional new regions: the Inland Empire Learning Network (FIER); the North Bay Learning Network (carved from the Bay Area Regional Network) (NBBLN); and the Orange County Learning Network (OCLN). Corresponding network coordinators were also added, and a series of statewide events took place. Through this process of expansion, 3CSN launched a framework to assist college faculty and administrators in effectively achieving measurable student success in a timely manner. In short, 3CSN activities have united under the intention “to encourage deep and sustained student-focused inquiry among college faculty and administrators within campuses and districts, within regions, among regions, and throughout the state” (LACCD, 2010, p. 5).
Regional events continued and “each one bring one” became the mantra throughout the state. Cross pollination was rampant throughout the events with regional lives becoming blurred as colleges attended events regardless of their location, some traveling as far as 4 hours to attend a well sought after 3CSN sponsored event.

**Central Valley Regional Network** - The Central Valley Regional Network (CRVN) with its diverse geographic boundaries and vast space hosted 7 face-to-face events and attracted 218 participants. With its members grounded in the 3CSN philosophy, the participants, many of who have been involved with 3CSN since its inception, branched out and began connecting with other statewide and national projects such as the Statewide ESL summit, Reading Apprenticeship Leadership training, hosting a “Serving the US Language Minority Students” summit and participating in the Central California Community Colleges Committed to Change (C6) Partnership 2 day launch meetings.

**Foothills/Inland Empire Regional Network** - The Foothill Inland Empire Regional (FIER) Network consists of 15 community colleges with more than 50 faculty and administrators as active members attending FIER meetings and events. The FIER Network meets at least once a month (sometimes twice) during the academic year. Various members are also in constant contact with each other to seek advice, suggestions, collaborations and support for developing, implementing, evaluating and/or improving Basic Skills-related student success programs and activities. Hosting 16 face to face meetings, the FIER network attracted 220 participants from around the region.

**Los Angeles Regional Network** - LARN expanded its reach through a new collaboration with the national Achieving the Dream (AtD) Initiative. In January, LARN sponsored an AtD Summit attended by well over 125 faculty and staff. The main presentation at the summit, given by RP Group’s Rob Johnstone & Priya Chaplot with AtD’s John Nixon & Terri Manning, contained many elements later used to develop an exercise focused on pathways creation for BSILI 2012. Ms. Chaplot additionally gave a presentation on Gates’s Completion by Design project at BSILI, and she and Mr. Johnstone will coordinate spring 2013’s LINKS VII practicum.

LARN also expanded its reach through partnering with Reading Apprenticeship™ to infuse its Faculty Teaching and Learning Academy with new curriculum focused on increasing critical thinking skills across the curriculum.

Over 15 regional meetings were held in LARN, serving over 240 participants.

**North Bay Learning Network** - Members of the Northern California Learning Network (NBLN) consist of THE colleges of Northern California from the Monterey Bay Peninsula in the south to Diablo Valley College east and the Far North regions of the state. In some cases, there are intentional campus contacts with the network, but more often than not, individual or small “pockets” of faculty from the various campuses are in touch with the network to focus on specific professional learning in the following areas: math and English acceleration, ESL challenges, Career Technical Education, campus inquiry, and engaging student voices initiatives. The inter-connectivity of the network is maintained primarily through email and CCC Confer
during many regional meetings organized by local public and private partners.

NBLN is an integral resource and network for community college faculty and administrators to find out or learn new and innovative effective practices and strategies in student completion initiatives. The Network continues to grow from a selected few on each campus looking to leverage the resources of regional colleagues into a more dynamic network of faculty and administrators who use the network as their information line directly to the latest developments throughout the state in policy, curriculum and pedagogy. Hosting 16 face-to-face events, NCLN attracted more than 175 participants.

**Orange County Learning Network**- The Orange County Regional Network has 15 colleges actively participating in regional events. Hosting 17 face-to-face events, OCN attracted more than 150 participants. Most significantly, OCLN became the locus for the creation of both the Habits of Mind (HoM) Community of Practice (CoP) and the BSILI HoM CoP—both of which will be detailed later in this report.

**San Diego/Imperial Valley Regional Network**- The San Diego/Imperial Valley Regional Network, one of the founding regions, continues to thrive. While only 3 3CSN sponsored regional events were held, attracting over 100 participants, there were over 20 additional regional events organized by those who actively participate in SDIVN and 3CSN. Participants have been integral in organizing and connecting with various statewide and national organizations such as California Acceleration Project, Reading Apprenticeship, the National Writing Project, San Diego Area Writing Project (SDAWP), and OnCourse. In addition, San Diego based colleges have begun to open up professional development activities and workshops to faculty and staff outside of their district, including presentations by Rebecca Cox, Kensington Community College’s Professional Development Grant Program, Basic Skills Boot Camp and Creating and Developing Evaluative Procedures rooted in Faculty Inquiry.

**Regional Networks Moving Forward**

Events which were once deemed “basic skills” related are now relevant to all faculty, staff and administrators, and as the excitement surrounding 3CSN sponsored regional events swirled, new networks and collaborations have formed, opening the door for inquiry on a greater scale. 3CSN has thus seen a growth this academic year in the number of statewide and national projects that its members are not only connecting to but also becoming leaders in. With many of the inaugural 35 regional colleges still active, connections have been made with the Career
and Technical Education Cohort, San Diego Area Writing Project (SDAWP), the California Statewide ESL initiative, OnCourse and Mobilize.org. Using many of the skills learned in 3CSN, these participants increasingly honed their leadership skills and have been able to bridge the gap among initiatives to contribute to the greater good to their areas.

**Networked Communities of Practice**

Statewide, several different Communities of Practice multiplied at numbers much larger than expected. Both the California Acceleration Project Community of Practice and the Reading Apprenticeship Community of Practice have instituted processes by which it can not only grow leaders but also begin to meet educators at the level they are at. Recognizing that some faculty are farther along in their efforts to move the student completion agenda ahead, the Acceleration CoP and the Reading Apprenticeship CoP birthed new introductory opportunities for those who are novices, creating a safe space for those faculty, staff and administrators to develop approaches that will meld into their campus culture and produce results which will lead to greater student success.

**California Acceleration Project (CAP)**

The California Acceleration Project supports the state’s 112 community colleges to redesign their English and math sequences to increase student completion. CAP is led by Chabot College English Instructor Katie Hern and Los Medanos College Math Instructor Myra Snell. In addition to 3CSN funding from the California Community Colleges Chancellor’s Office, financial support is provided through the Walter S. Johnson Foundation, LearningWorks, and the Hewlett-funded “Scaling Innovation” project of the Community College Research Center.

The California Acceleration Project is focused on one primary outcome: *increasing the number of basic skills students who go on to complete transferable gateway courses in English and math.*

**Principles for Redesigning Developmental Sequences**

1. Increasing completion of college-level English and math requires shorter developmental pathways and broader access to college-level courses
2. Community colleges must reduce our reliance on high-stakes placement tests
3. Streamlined developmental curricula should include:

I am joining faculty across the state in a movement that questions the need for long sequences of courses in Math and English to get students ‘ready’ for college level. Evidence shows that students get stuck and demoralized in these sequences, often giving up on their goals. However, I think that when faculty believe in students’ capacity for excellence, then students can rise to a much higher level and achieve great things, as long as the necessary support for reaching those high expectations is provided.

Jeanne Costello
Fullerton College’s Teacher of the Year
Backwards design from college-level courses
- Just-in-time remediation
- Intentional support for students’ affective needs

**Broad and Deep Work with Colleges Statewide**

Since 3CSN began its acceleration work in Fall 2010:

- More than 90 of California’s community colleges have participated in workshops or conference presentations about the need to shorten and redesign developmental sequences in English and math
- The project’s website – [http://cap.3csn.org](http://cap.3csn.org) – received over 3,900 “unique visits” between January and July 2012, with users spending an average of over 4 minutes on the site and viewing 5 pages of content
- 30 colleges have participated in our year-long Community of Practice
  - 100+ faculty are receiving in-depth training in curriculum and pedagogy (3 in-person workshops, coaching, online resources)
  - 100+ new sections of accelerated English and pre-statistics courses were offered by the colleges participating in 2011-12, with most colleges continuing or expanding their sections the following year
  - 160+ new sections are being offered by colleges in the 2012-13 group
  - 100% of participants rated the June 2012 summer institute “helpful” or “very helpful”
  - 20 colleges are offering accelerated English/ESL pathways
  - 16 colleges are offering accelerated statistics pathways
  - 6 colleges are offering accelerated English and math
  - 3 colleges reduced their basic skills sequence from four levels to two

**Community of Practice in Acceleration, 2011-12 & 2012-13**

<table>
<thead>
<tr>
<th>English &amp; ESL Courses</th>
<th>Pre-Stats Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte College</td>
<td>Berkeley City College</td>
</tr>
<tr>
<td>Chabot College*</td>
<td>Cañada College</td>
</tr>
<tr>
<td>City College of San Francisco</td>
<td>City College of San Francisco</td>
</tr>
<tr>
<td>College of Marin</td>
<td>College of Alameda</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>College of the Canyons</td>
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</tbody>
</table>
The RP Group has been contracted for a formal study of student outcomes, to be completed in summer 2013. In the meantime, we have started to gather early outcomes from the colleges participating in the first cycle of our Community of Practice (2011-12).

The results are especially promising at the colleges piloting accelerated pre-statistics courses, where completion of the college-level gateway course is 2 to 6.5 times higher than in the traditional developmental math curriculum. These increases are expected to grow, given that the accelerated group was tracked for only one year, while the comparison group was tracked for three years.
## Traditional Algebra Pathway: % of students completing college-level math course (in 3 years) vs. Accelerated Statistics Pathways: % of students completing college-level Statistics (in 1 year)

<table>
<thead>
<tr>
<th></th>
<th>Traditional Algebra Pathway</th>
<th>Accelerated Statistics Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Data</td>
<td>20%</td>
<td>--</td>
</tr>
<tr>
<td>City College of San Francisco</td>
<td>17-19%</td>
<td>37%</td>
</tr>
<tr>
<td>Los Medanos College</td>
<td>21%</td>
<td>60%</td>
</tr>
<tr>
<td>College of the Canyons (PALS sections: pre-stats &amp; statistics in one semester)</td>
<td>12-16%</td>
<td>78%</td>
</tr>
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</table>

### 3CSN/CAP Events Featuring Acceleration, 2011-2012

- Summer Institute, Community of Practice in Acceleration, June 2011
- Basic Skills Leadership Institute, June 2011
- Fall Institute, Community of Practice in Acceleration, September 2011
- Strengthening Student Success Conference, October 2011
- Winter Institute, Community of Practice in Acceleration, January 2012
- LINKS 5 Acceleration Break-Outs (5 regional events, Spring 2012)
- Regional Acceleration Workshops (3 regional events, Spring 2012)
- Basic Skills Leadership Institute, June 2012
- Summer Institute, Community of Practice in Acceleration, June 2012

### National Outreach

California’s efforts in accelerated developmental education are having a significant influence on the national landscape, reaching community college faculty and leaders from at least 41 states in 2011-12.
Habits of Mind Community of Practice

3CSN introduced its latest Community of Practice (CoP) with a focus on Habits of Mind (HoM) as part of its Spring 2012 LINKS V statewide events. The new CoP was developed in direct response to faculty needs. Interest in Habits of Mind was quite evident from faculty engagement in activities with 3CSN’s LINKS IV events: *Empowering Students with a Strong Start*. The need for the HoM CoP was further supported by interest and ideas culled from 3CSN’s Reading Apprenticeship CoP and the Student Success Task Force.

The Spring 2012 LINKS V events introduced the Habits of Mind framework to 300+ faculty and administrators at five regional locations throughout the state. From those events nearly 60 participants expressed an interest in joining the HoM CoP. These individuals will be invited to participate in 3CSN’s 2012-13 series of online professional development modules around
various habits of mind. The series consists of the following 6-week modules that engage faculty in a facilitated, interactive online forum to build understanding and strategies for improving students’ habits of mind:

- **Module 1: Student Self-understanding and Self-assessment.** Two sessions beginning either Sept. 2, 2012 or Sept. 30, 2012;
- **Module 2: Student Goal Setting.** Two sessions beginning either Sept. 30, 2012 or Feb. 4, 2013;
- **Module 3: Student Responsibility and Self-efficacy.** Two sessions beginning Feb. 4, 2013 or March 11, 2013; and
- **Module 4: Student Time Management.** One session beginning on March 11, 2012.

The above modules will be facilitated by 3CSN coordinators (faculty), including Jan Connal, Donna Cooper, Lisa Brewster, and Roza Ekimyan. They will provide a sustained, virtual HoM CoP that introduces faculty to selected HoM readings, materials and ideas in support of their instructional or counseling practice. The modules are grounded in a faculty inquiry approach whereby participants collect student accounts and perspectives as the basis for gaining first-hand understanding of habits of mind and embedding improvement strategies/routines into their ongoing practice. A key component of the CoP is the collaboration among practitioners to develop knowledge and build a common practice.

The 2012-13 online modules will also provide professional development opportunities for participants associated with the 2012 Basic Skills Initiative Leadership Institute (BSILI). BSILI is 3CSN’s annual leadership development opportunity and in 2012 it brought together teams of faculty and administrators from 17 different community colleges. In preparation for BSILI, each campus team developed a campus leadership project proposal in anticipation of joining one of three year-long BSILI CoPs: Acceleration, Reading Apprenticeship and/or Habits of Mind. After learning more about the CoPs, participants joined the one(s) that would support them in accomplishing their campus leadership project.

Eleven campus teams, including 22 members, joined the BSILI HoM CoP. The 3CSN coordinators will be facilitating and supporting the year-long work of the BSILI HoM CoP include Jan Connal, Lisa Brewster and Donna Cooper. The BSILI HoM CoP campuses represent a cross section across the state:

<table>
<thead>
<tr>
<th>Northern region</th>
<th>Central region</th>
<th>Southern region</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Los Medanos</td>
<td>- American River</td>
<td>- Fullerton</td>
</tr>
<tr>
<td>- Chabot</td>
<td>- Sacramento City</td>
<td>- LA Mission</td>
</tr>
<tr>
<td>- San Mateo</td>
<td>- Gavilan</td>
<td>- Pierce</td>
</tr>
<tr>
<td>- Santa Rosa</td>
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<td>- Grossmont</td>
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</tbody>
</table>
To jointly support the leadership needs of building HoM on these campuses, members of the BSILI HoM CoP committed to initially developing the following:

1. A common evaluation plan for HoM campus project;
2. A template for reporting progress & projects with external audiences;
3. A repository of examples and strategies for improving students’ HoM; and
4. A map of the connections among natural allies on campuses (areas that develop HoM as part of their program/service)

Having access to and interaction with the above outcomes along with the online modules provides a rich array of resources for infusing the Habits of Mind framework on participating campuses.

**Reading Apprenticeship™ Project**

The Reading Apprenticeship™ Project (RAP) is one of 3CSN’s Communities of Practice. Our goal is to maximize 3CSN’s investment in Reading Apprenticeship™ (RA) professional development and improve student academic outcomes on CC campuses by developing the capacity of faculty to self-start and/or sustain productive and focused Faculty Development based on Reading Apprenticeship instructional framework.

Following from the documented successes of the Hewlett funded RA Regional Leaders program and the Lumina funded Community College Literacy Research Group, RAP recognizes that instructors need an **ongoing and sustained intellectual community** while they address a significant gap in their pedagogical training (how to support adult students’ academic literacy acquisition in discipline-specific contexts). To address this need, RAP supports:

- Networking across campuses for discipline specific coaching and knowledge sharing
- Opportunities for inter-disciplinary and inter-segmental knowledge sharing
- Multiple and ongoing RA-related learning opportunities for faculty
- Sustainable and productive Faculty Inquiry Groups
- Classroom research, innovations, and professional presentations/publications

Leveraging the already existing network of faculty pursuing Reading Apprenticeship professional development, RAP has quickly grown to encompass **71 of the 112 California Community Colleges** (see Figure A). Within this broad network, 3CSN has supported **145 California Community College** faculty from **48 campuses** and **24 disciplines** to study the Reading apprenticeship instructional framework through

- taking the online course, Reading Apprenticeship™ for Community College Instructors,
- taking the 3-day seminar in Reading Apprenticeship™,
- attending our annual Reading Apprenticeship™ Winter Conference, or
- joining the Leadership Community of Practice (LCoP) in Reading Apprenticeship™.

In addition, project coordinator Nika Hogan and other Reading Apprenticeship facilitators have visited campuses around the state to give free 3 to 7 hour introductory workshops and to help launch or support Faculty Inquiry Groups (FIGs) around RA. Considering these events, an estimated 500 faculty have been exposed to RA since the launch of RAP. As the chart in Figure A makes clear, multiple exposures and sustained learning experiences lead to leadership training in which faculty become facilitators of RA professional development on their own campuses.

**RAP Faculty Close-up: Shawn Fredericking, Yuba College (Language Arts)**

I am currently involved with the 3CSN Community of Practice in Reading Apprenticeship. As a member of this community, I have participated in two winter conferences, a six-week online course, a two-day workshop (held at our college campus), LINKS V in Fresno (as a presenter), and the summer 2012 Leadership Community of Practice. All of these activities have been extremely meaningful, giving me myriad immediately applicable resources and valuable learning experiences.

**Being involved in the Reading Apprenticeship Project has afforded me:**

- Access to habits of mind and practices that help me to support my students in reading and learning, thereby increasing student academic success
- Tools to help me assess my teaching methodologies
- Tools to help me assess the learning of students in my classrooms
- Written materials and books to support me in becoming a more effective teacher and learner
- Learning experiences and ongoing support for my Reading Apprenticeship leadership endeavors, which will be extremely valuable in Yuba College’s quest to increase student success
- Significant support for several English faculty members (including myself) who are in the process of accelerating our developmental English sequence, which calls for increased academic challenges and increased student support
- Connection to and support from like-minded colleagues throughout California

**I have used the above resources to:**

- Infuse my curriculum with the Reading Apprenticeship Framework, which demystifies effective academic reading processes for my students.
- Support other faculty at my college in their RA endeavors through both formal meetings (FIGS) and informal conversations.
Present the RA framework to language arts tutors and help them to use the framework in their work with students.

Support (both with small groups and individuals) students who come into our Writing and Language Development Center.

Because of 3CSN, I have not only become a more effective teacher, but I am also learning how to make a difference as a leader. I am learning how to help my colleagues think about and implement evidence-based methodologies and habits of mind that will increase student success.

I have learned that “success” is a never-ending, recursive journey—of perpetual reflection and adjustment—toward mastery. Daniel H. Pink describes mastery as “the desire to get better and better at something that matters” but also “an asymptote toward which [we are] for ever approaching without ever quite reaching it.” So, my work with 3CSN has confirmed that “success” is a journey toward mastery, not an end point.

RAP seeks to create robust faculty development experiences like the ones Shawn describes through the following activities:

- Regional or Campus Introduction to RA Workshops
- Six Week Introductory Online Course
- 3-Day seminar
- Leadership Community of Practice in Reading Apprenticeship (LCoP)
- For LACCD faculty, the Faculty Teaching and Learning Academy (FTLA)
- Basic Skills Initiative Leadership Institute (BSILI)

**Introductory Workshops**

From 2008-2010, a group of 8 interdisciplinary community college faculty from across California developed a three-hour Introduction to RA workshop as part of SLI’s Hewlett funded Regional Leaders program. Although we were able to facilitate 13 free introductory workshops across the state and introduce approximately 300 faculty to RA, ultimately we have decided that the three-hour format was not maximally efficacious for an introduction to the RA framework. It was not possible to give participants time to explore the connection of RA to their particular subject area or course text. It was also difficult for faculty to follow up on an introductory workshop with further professional development until RAP made such opportunities possible through scholarships.

RAP coordinator Nika Hogan has been phasing out the three-hour workshop, replacing it with a six-hour (one-day) introduction followed up by a half day course planning workshop. The new workshop formats have been designed specifically to complement the Introductory online class, so that they serve as a productive precursor or follow up to the course.
Faculty participants describe the Introductory workshops as “excellent,” “interesting and engaging,” “well organized, relevant, professional,” and “thought-provoking.”

**Online Course**

The development of a six-week, credit bearing introductory course has been a powerful tool for faculty learning about RA. This course teaches instructors:

- how to think beyond their “expert blind spot” to uncover the strategies they bring to disciplinary reading tasks in order to scaffold these strategies for students
- how to introduce and sustain metacognitive conversation in their classes
- how to recognize and work with students’ strengths as readers
- how to bring an inquiry lens to their own instructional practices.

Classroom tryouts and debriefs of key routines are integral to the course, providing instructors with concrete practice and close feedback.

The course also makes it possible to collect reflections and artifacts from instructors at various stages of their learning about RA, which in turn helps us to effectively invent new professional learning experiences.

**RAP Faculty Close Up: Quotes from the Online Course:**

**From a Math Instructor:** Through effective modeling and the development of routines that help students discover, develop and share their mental processes, I am convinced students can become both independent and collaborative learners. The challenges will be in discovering my own process in order to make it visible to students and in learning to adapt these strategies to the peculiarities of each course. The process of grounding my mathematics courses more firmly in text will take time, but I’m hoping the result will be students that can turn mistakes and confusion into learning experiences as opposed to obstacles.

**From an ESL Instructor:** One of the most interesting things I realized from Reading Apprenticeship is the difference between my writing instruction and reading instructions. For writing, I have been great at modeling (with examples, practice, etc) while I have often assumed that how to read just gets done, takes care of itself, and didn’t really have to be modeled more than one time. What was I thinking!?! RA has also given me the practical tools I need to make the invisible reading process more visible and to create a more metacognitively aware classroom culture.

**From a Chicano Studies Instructor:** I learned that I have more to learn about teaching and learning. These first 20 years has provided me the ability to have a good foundation, but that I needed to look at the mirror a bit to see something different. For the most part, college faculty are never really asked to examine their own teaching, rather, we assume that the content simply carries us forward with the hope that students learn.
I had a good idea that students did not read the material and had a difficult time teasing out meaning. I took some role in developing their reading, but I was not sure what steps were needed to take the students to the next level. Sure, we read about pedagogy here and there, however, most of the time we do not think how the design a better learning environment.

Now, with the strategies of RA, I can see that as an advanced reader, I need to demonstrate to students how to read.

From a Nursing Instructor: The reading apprenticeship (RA) really gave me a new perspective and tools that will not only nurture my own reading but will be facilitate student success. I thought I understood how to teach others to read and understand, but what I found out was that it was a whole set of different skills. It was like deconstructing reading and all the habits you had learned and then re-building the process with a new set of skills. The scariest part was CHANGE! but once you got past that and really, really thought about what you were doing it actually was kind of fun. In nursing, I find it really fun to take apart the pieces, break it down to pathophysiology, and then rebuild. I see the RA like re-mapping the brain to clearly forge the trails and roads that lead to success. The biggest take-away from the RA is the constantly model the way or think-out-loud.

3-Day Seminar

The Community College Faculty Seminar in Reading Apprenticeship™ introduces community college faculty to the central ideas and critical routines of Reading Apprenticeship™. Before the development of the online class, this was our primary mode of introducing faculty to RA. Now, it is an option preferred by those who want to have an intensive learning experience in the summer rather than the extended exploration integrated into teaching that the online class affords.

In June of 2011, RAP was launched when 12 faculty won scholarships to attend the 3-Day seminar in Santa Ana. These faculty went on to begin Faculty Inquiry Groups on their campuses.

Comments from the 2011 3-Day Seminar:

"This course provided a framework, gave content, modeled how, gave us practice, and left us wanting this experience for our students. It provided a 'worldview' of RA and tools to use as well as incentive to do so--observing the dynamism of our own classroom experience."

"This was a great way to experience being a learner/student again. I appreciated viewing text from disciplines different from mine so that I could experience what students experience being novices."

"This seminar helped me to refocus on intentionality in teaching."

"Making the invisible visible shows students that they are processing."

"RA is a process, not a packaged program. It involves commitment, rethinking teaching, collaboration, and helping students develop conversations about learning."
Leadership Community of Practice in Reading Apprenticeship

The Leadership Community of Practice (LCoP) in Reading Apprenticeship™ is a lynchpin of the Reading Apprenticeship Project. This training-of-trainers experience, which prepares faculty to lead professional development in Reading Apprenticeship™ at their own colleges, is a significant revision of the previous train-the-trainer model (Leadership Institute in Reading Apprenticeship or LIRA).

- The LCoP first requires that participants have completed a 3-Day seminar in Reading Apprenticeship™ and/or the online course Reading Apprenticeship™ for Community College Instructors, and that they are able to show evidence of their efforts to incorporate RA into their classroom instruction.
- The LCoP also focuses much more explicitly on preparing faculty to lead Faculty Inquiry Groups (FIGs) and to facilitate professional learning opportunities with their colleagues from across the disciplines.
- Also, the LCoP learning community that is established in the intensive four-day summer institute will continue throughout the year through a series of online courses and a mid-year face-to-face reunion at the Winter Conference.

The online courses and Winter conference work both to keep the leaders together as a sustained community of practice and to facilitate the collection of artifacts and assessments related to RA at the community college level. For example, as part of the e-portfolio each participant is building in the online course, he or she will submit:

- Results and analysis of a faculty survey concerning impressions of students’ reading
- Results and analysis of student reading surveys
- Pre and post Curriculum Embedded Reading Assessments (CERAs)
- A student video interview (focused on reading)
- Reflections on Instructional goals and Campus implementation plans
- Revised assignments and campus implementation plans

All of these artifacts can be used to develop new materials for RA professional development at the community college level. The new LCoP is also a practical option for faculty because the ongoing investment in RA professional learning can lead to a 12-unit Reading Apprenticeship Certificate (Introductory Online course plus the Fall, Winter, and Spring LCoP courses). The certificate makes explicit that RAP is committed to ongoing, sustained, high quality professional learning supported by a community of practice.

Comments from the 2012 LCoP summer institute:

*It was fabulous. The time flew. I feel much better prepared to use this in my own teaching and share it with my colleagues.*

*I feel much more confident in my RA practice and leadership.*

*This has been absolutely fantastic! I have so much wonderful information to mull over! The*
hands-on experience using the classroom routines and the opportunity to hear ideas from my wonderful colleagues was very useful and instructive.

I am more than satisfied. I feel that I have the tools to continue to implement RA with my students and to train colleagues. This was truly one of the best trainings I have attended. The team was professional and knowledgeable. Thank you so much!

RA Winter Conference

The face to face gathering at RA winter conference will enable the LCoP participants and some alumni from other RA professional learning options to bring in our student work samples and assessment examples and analyze them together. The winter conference has also traditionally been a vibrant opportunity for networking and knowledge-sharing about RA.

1. Comments from the 2012 Winter Conference:

Extremely useful. I have been exposed to many new and potentially useful ideas in my teaching. I am grateful that we have established a mechanism for collaborating as we attempt to implement these new practices.

Excellent balance of theory and concrete tools to take back to the classroom. I will completely rethink my approach to reading instruction! . . . this is the best-organized, presented, and facilitated PL event I have attended.

It was very useful because there are a lot of very meaty concepts and ideas that directly relate to my teaching and that I can put into practice right away.

It was wonderful. I have learned new tools in helping students’ reading and critical thinking. I especially appreciate how interactive this conference was. I was not only able to learn from Cindy and Nika, but from my peers, as well. I thought it moved from one activity to the next quite fluidly. I like that I will immediately apply what I learned to the classroom.

Thanks for all of your hard work and dedication to EQUITY.

FTLA

In January 2012, RAP partnered with a team from the LA Community College District to infuse their “Faculty Teaching and Learning Academy (FTLA)” with RA. This pilot supported 40 faculty from the nine LACCD campuses in a classroom research project. Each participant in FTLA analyzed pre-post reading surveys and CERAs, and our conversation about their observations will inform the larger conversation about some of the General Education Outcomes at each college.
RAP Faculty Close-up: Carrie Starbird, Pasadena City College (Math)

I participated in both FTLA and BSILI. At FTLA, I was introduced to Reading Apprenticeship, an idea that was reiterated at BSILI, as well. I have come to believe in the power of RA, and have begun to spread the word to colleagues across campus that RA can be a way to improve student success in any discipline.

In the spring semester, I did a little RA with my students and used the CERA to determine their level of metacognition. I did the CERA near the beginning of the semester, and again, with the same piece, near the end of the semester. I was happy to note that many of my students made huge leaps in their metacognitive ability, with just a minor intervention of Reading Apprenticeship.

Since my spring semester results were so good, I decided to use RA again for my summer class. I did a think aloud on one of our first days of classes, and used it to introduce a topic that, in the past, students have struggled with. I typically discuss the topic on one day, they attempt to do homework on the topic, and then when we return to class the next time, I spend a great deal of time going over what we previously discussed. This time, I used the think aloud activity to get them to actually think about the words that were floating across their retinas. This time, when I brought them together to discuss the topic for the very first time, they all had a fairly good understanding of the concepts. I discussed the finer points, and gave them plenty of examples. And, when we returned the following class session, I didn’t have to re-explain it all over again! They got it, and it was clear from their performance on the homework, quizzes, and exams, that they really did understand the material!

I was so thrilled with the results of this activity! I once believed that I didn’t have time to dedicate to anything other than the material for my course, but RA has transformed my thinking. I now know that by giving my students the tools they need to teach themselves and to be critical thinkers that I will actually save time, and be able to have more meaningful conversations in my classes.

Areas of Focus for 2012-13

1. Establish 12 Unit Certificate in Reading Apprenticeship
   • (first level online class + LCoP)
2. Find new funding sources to continue and expand RAP
3. Establish strong base of facilitators (from LCoP cohort) for one-day workshops, RA Reunions, and first level online class
4. Build participant base for CTE/ STEM-focused RA Institute in summer 2013
5. Partner with ETS to adapt situated reading comprehension assessments for use as formative assessment
6. Support faculty inquiry projects (with possible resulting presentations/publications) that have emerged as part of RAP’s work. There are cross-institutional groups working on:
   • RA and ESL
   • RA and Writing/ Reading/ Learning Centers
- RA and Acceleration
- RA and CTE
- RA and social science instruction
- RA and First Year Experience programs

**Workshops and Presentations:**

**2011-2012 academic year**
- FTLA—semester long course; 40 faculty
- West LA College—flex day, 25 faculty
- Reedley College—flex day; 150 faculty
- Las Positas College—flex day; 25 faculty (3-hour workshop)
- Santa Monica College—35 faculty (six hour workshop)
- Fresno Career Advancement Academies—25 faculty (6 hour workshop)

**Summer 2012**
- West LA College—15 faculty (6 hour workshop)
- West LA College— (3 hour course planning follow-up)
- Glendale College (6 hour workshop plus 3 hour follow-up)
- College of San Mateo (3 hour “RA Reunion”)

**Fall 2012 3CSN Regional One Day workshops:**
- Northern California—Diablo Valley College
- Central California—College of the Sequoias
- Southern California (San Diego and Orange County)—MiraCosta College
- Southern California (Los Angeles and Inland Empire)—Chaffey College

**Presentations:**
- LACCD Board of Trustees
- 5 Regional LINKS Conferences
- Achieving the Dream
- AACU
- NISOD
- CRLA (Pre- conference institute)
Objective 2

Provide local, regional, and statewide workshops that focus on the alignment of noncredit with credit curriculum; integration of instruction and student services; implementation of culturally responsive instructional and student services strategies; and implementation of strategies found to be effective for students transitioning from high school and strategies that are most effective for diverse student populations.

Learning in Networks for Knowledge Sharing (LINKS)

Over the past three years 3CSN has been spotlighting key momentum points where community colleges lose large numbers of students before they reach a longer-term goal (transfer, degrees, certificates):

- **Momentum Point #1: Student Persistence** - How many new students persist from the fall to spring terms?
- **Momentum Point #2: Student Acceleration** - How many students make it through developmental sequences and complete a college-level course in English and Math?
- **Momentum Point #3: Student Pathway Completion** - How many students who have earned 12 units and attempted a college English or Math course actually go on to earn a certificate, AA degree, and/or transfer?

Learning in Networks for Knowledge Sharing (LINKS) is an investigation into the factors affecting student completion and an exploration of interventions that can be used in classroom and student service areas in addressing the Momentum Points listed above. These statewide events were first rolled out in Spring 2010 and have continued to be the major, “tent-pole” events that 3CSN holds throughout the state to both introduce faculty and administrators to the work that 3CSN is doing as well as to support colleges that have already begun to implement new practices and transform their institutions.

- LINKS 1: **Increasing Student Completion** – Spring 2010
- LINKS 2: **Equity-minded Pathway Completion** – Fall 2010
- LINKS 3: **Increasing Student Completion Through Contextualized Learning** – Spring 2011
- LINKS 4: **Empowering Students with a Strong Start: Redesigning Our Practice and Procedures** – Fall 2011
- LINKS 5: **Transformational Toolbox** – Spring 2012
In 2011-12, two more LINKS, LINKS IV and LINKS V, were added to the series. Over 500 faculty and administrators participated, representing 95 California community colleges.

**LINKS IV**

The focus of this fourth in a series of Learning in Networks for Knowledge Sharing (LINKS) was *Empowering Students with a Strong Start: Redesigning Our Practice and Procedures*. The day-long practicum had attendees review the ideological foundations that tie to a strong start, design a “strong start” college process or procedure, revise a course syllabus that embeds a strong start or student empowerment philosophy, and create a process or action plan for following through with or expanding the work begun at this event.

These events were held in the Central Valley (September 30), Southern California (October 7), and Northern California (October 28). The LINKS IV evaluation forms reveal an overwhelming majority of the participants, 98%, rated the practicum’s activities as Good or Excellent, with only 2% reporting the activities as Fair; no one rated LINKS IV as poor. An additional follow-up survey was sent to LINKS IV attendees in late spring 2012; unfortunately, due to the timing of the invitation coming at the end of the semester/beginning of summer, there were not enough responses to be statistically significant. On the other hand, the responses of the 24% who did complete the survey contain insights which are useful in that they provide a small window into activities on campuses. It is recommended that future post-test surveys of LINKS or BSILI events be completed close to the end of the event and strategically timed to avoid vacations and end of semester timeframes.

LINKS IV devoted a concerted amount of time to student perspectives surrounding getting a strong start and the ways in which they feel classroom and campus experiences help or hinder student persistence. LINKS IV participants frequently cited that, of the high impact practices presented during the practicum, they would most likely put into practice ideas centered around creating a more student-centered syllabus and a more collaboratively focused first two weeks of class activities.

**LINKS V**

In the spring of 2012, 3CSN presented the fifth in a series of Learning in Networks for Knowledge Sharing (LINKS) events, *Our Transformational Toolbox: A Time to Reframe our Practice and Student Learning*. This event focused on strategies for building and sustaining student completion initiatives using hands-on tools from 3CSN’s “toolbox” of proven practices and activities, including:

- Learning about 3CSN initiatives that will assist your college in effectively responding to
internal and external student success challenges.

- Identifying methods and strategies for curricular and institutional redesign that meet the diverse needs of learners with a direct positive impact on student completion.
- Networking with leaders and participants from 3CSN's Communities of Practice in curricular and institutional redesign and contextualized teaching and learning.
- Applying for inclusion in one or more of 3CSN’s Communities of Practice, as well as on-site training, admission to the Leadership Institute, faculty scholarship and other resources that will help your college increase student completion and success.

Outcomes for the day were focused on helping colleges gain:

- An understanding of how 3CSN’s initiatives can assist your campus in its student success efforts.
- Access to resources and engagement at a deeper level for increasing student completion.
- Network building and mutual support across the region, state, and nation.

The morning session consisted of a plenary session in which three panelists, selected for their efforts and successes in curricular and institutional transformation, were guided through a question and answer session led by one of the 3CSN Regional Network Coordinators or Executive Director. Three guiding questions/statements were used to help frame the responses of the panelists:

1. The Why - Our noble purpose, beliefs and values that drive our work in student success and completion.
2. The Who and What – The challenges and problems we are grappling with in community colleges regarding student success and completion.
3. The How - Promising directions for practice, achieving our purpose of greater student success and completion.

Panelists varied depending upon the location and date. They included:

- **Linda Collins**, Executive Director, Career Ladders Project
- **Myron H. Dembo**, Emeritus Professor of Educational Psychology, Rossier School of Education, University of Southern California
- **Sugie Goen-Salter**, Professor, English Composition, San Francisco State University
- **Patricia James**, Co-Director of @ONE & Dean of Library and Technology and Distance Education, Menifee Campus of Mt. San Jacinto College
- **Rob Johnstone**, Senior Research Fellow, RP Group & Dean of Research and Planning, Skyline College
- **Diego James Navarro**, Founder, Director and Instructor, Academy for College Excellence (formerly Digital Bridge Academy), Cabrillo College
- **Darrick Smith**, Center Director, Learning Works
The remainder of the event consisted of a series of breakout sessions which allowed the participants to learn more about 3CSN’s existing Communities of Practice, the California Acceleration Project (CAP) and the Reading Apprenticeship™ Project (RAP), and the newly forming Community of Practice in Habits of Mind, as well as the upcoming summer BSILI Leadership Institute.

With a desire to blanket the state and provide access to as many colleges as possible, five events were held:

- March 3, 2012 Fresno, CA
- March 9, 2012 Foster City, CA
- March 16, 2012 Universal City, CA
- March 24, 2012 Escondido, CA
- April 14, 2012 Chico, CA

A significant change with LINKS V was the use of faculty from the local colleges that had been trained either through CAP or RAP to run the Acceleration and Reading Apprenticeship™ breakout sessions at each of the LINKS events. This change was inline with 3CSN’s focus upon creating communities of practice through mutual engagement, joint enterprise and shared repertoire. The 32 faculty members that facilitated LINKS V breakout sessions expressed great satisfaction and a sense of ownership because they were chosen to lead breakout sessions. The instructions given to the panelist from both CAP and RAP directors assisted greatly in creating the shared repertoire for both CoPs.

As with LINKS IV, the evaluation forms for LINKS V reveal 98% of participants felt the practicum to be Good to Excellent. Rewardingly, there was an increase in the number who rated LINKS V as Excellent—78%--versus 71% who had responded similarly for LINKS IV.

From LINKS V Survey Responses:

- I liked most the ability to network—to hear from colleges about their programs.
- LINKS V has been information rich, very exciting facilitators, and some great opportunities for faculty.
- The breakout sessions! They were informative! I liked the Habits of Mind Workshop—a lot!
- Breakout session topics provided ideas, models, and information to take back to my campus and get involved in campus discussions.
Math Pathways: Designing for Success

At previous LINKS and acceleration events, participants had expressed a desire to learn more about effective practices and curricular transformations in math that made a significant impact upon student success and completion. With this in mind, faculty from colleges in both northern and southern California, who had made successful transformations in these areas or were in the midst of implementing changes, were brought together to plan a set of workshops to be held in northern and southern California. These teams of faculty came up with the following guiding questions to help focus the breakout session:

- Why is curriculum reform necessary?
- How much change is needed to make a meaningful (and measurable) difference?
- What are different schools doing?
- What challenges can one expect to face while doing a significant redesign? How can one overcome these obstacles?
- What kind of support is available for a college that wants to do a redesign?

and further categorized the sessions into:

- Before Algebra
- STEM Pathways, and
- Non-STEM Pathways

Keynote speakers, Julie Phelps, Valencia Community College, and Uri Treisman, University of Texas, Austin, kicked off the events in the South and North with their presentations, Pathways to Math Completion: A National Perspective on Innovation and Success. Both presentations focused on the inability of current methods and systems of math curriculum and instruction to address the needs of the current student populations and then highlighted programs and transformations in math curriculum, instruction and delivery methods that are having significant, positive impacts upon math completion and success.

As with the LINKS V CAP and RAP breakout sessions, these Math Pathways events were based upon the principles of creating communities practice. Regional Coordinators worked with local faculty and administrators as well as the CAP director to create these events. A total of 106 faculty and administrators attended the events coming from 45 different colleges.
San Diego Area Writing Project (SDAWP)

As the San Diego Imperial Valley Network has grown and the BSI Coordinators grow in their experience as leaders, they have begun expanding the network, connecting with other organizations, and growing the student completion agenda. One such connection is with the San Diego chapter of the National Writing Project - San Diego Area Writing Project (SDAWP). After participating with the SDAWP for one year, collaborating with other community college writing instructors, it was suggested by Mark Manasse and Jan Jarrell that it might be beneficial to bring High School and Community College writing teachers together under the auspices of 3CSN to begin a conversation on bridging the gap between expectations.

Pulling on the contacts of the SDAWP, the first event is being held in August 2012, Writing for College & Career Readiness: Fostering Partnerships among High School, College and University Instructors.

50 slots have been made available being split between high school and college instructors. This one-day workshop will bring together high school and college/university instructors from the greater San Diego area to collaborate and share ideas about what it means for high school students to be college and career ready in the area of writing. Through interactive dialogue and a student panel, participants will discuss:

- Teaching techniques that promote critical thinking/meta-cognitive skills for all students
- Writing across the disciplines to improve student achievement in writing
- Pathways to bridge the reading and writing gaps that student experience
- How to write clear writing prompts for a variety of purposes
- Promoting a college=bound culture to all students (including ELL’s and struggling students)

Noncredit Taskforce Work

The Noncredit Taskforce, a joint project funded through 3CSN and directed by Academic Senate of the California Community Colleges (ASCCC), created the following outcomes after a series of meetings with noncredit faculty across the state:

1. The noncredit field has agreed that progress indicators or grades should be reported for all coursework in Noncredit in every area as quickly as Title 5 can be updated. (UG should no longer be reported for any noncredit coursework – this is a significant statewide policy change supported by managers and unanimously by all 112 colleges.)
a. This will require changes in Title 5 to allow SP (Satisfactory Progress) and indicating that progress indicator/grades must be submitted by noncredit. Noncredit can already use P, NP, A, B, C, D and F as it is not prevented by Title 5. (SACC needs to do this!)

b. It will also require local colleges to align reporting thru local enterprise systems and to MIS to the CCCCO system. (Because noncredit reported UG which translated to a zero on success, many noncredit reporting systems are not connected to the credit reporting but kept on supplemental systems.)

c. Noncredit institutions may currently submit these indicators/grades to the CCCCO continuing with the noncredit pilot reporting protocol to allow institutions to align reporting structures and functions prior to official changes requiring submission.

d. One issue is what to do with students in noncredit who drop out of a course before 4 hours – what indicator is used DR or W. (There are no issues with repetition and no limits on repetition in noncredit and a W should not be confused with credit.)

2. The metrics for Noncredit will be included in ARCC 2.0 using these progress indicators.
  a. Course Progress and Success
  b. Noncredit SPAR – student achievement (see definitions below)

3. CDCP cohort has been redefined and approved CDCP certificates are reported under SP04 (a new code) in order to be reported in the CDCP and noncredit SPAR metric. (Major changes include length of tracking 8 yrs., time to enter the cohort 3yrs, co-mingling of credit students.)

4. Noncredit wants to continue with progress through the CB 21 levels in each discipline as non-aggregated in a Basic Skills Supplemental report and available through basic skills tracker for institutions. (Credit Basic Skills is aggregating 1-0 and then 2-4 in ARCC reporting).

3CSN will continue to partner with the ASCCC in 2012/13 to bring noncredit faculty together in these working meetings. Additionally, 3CSN has already distributed funds for ASCCC to complete work in the areas listed below; each of the ICAS statements will be accompanied by 3CSN regional meetings and will leverage ongoing networked communities of practice such as those taking place with SDAWP alignment efforts and a renewed RA STEM CoP.

New 3CSN-Sponsored ASCCC Projects

1. English and Math Competency (last updated 2002) statements – The intersegmental Committee of Academic Senates (ICAS) would like to update the math (last updated 2010) and English (last updated 2002) competency statements for entering
freshmen. In this update, they would like to align the statements with the Common Core Standards and publish a document with guidance to HS teachers. This ties to basic skills as it seeks to eliminate the need for remediation, as well as addresses the first recommendation of the SSTF.

2. ICAS would also like to update the competency statements for natural science. This document has not been updated since 1986. Given the recent focus on STEM disciplines, ICAS feels that updating this document is essential to assist with implementing the Common Core.
Objective 3

Assist colleges with establishing benchmarks and building capacity to demonstrate increased ESL/basic skills student success and with implementing appropriate outcomes assessment components as well as data collection procedures.

Basic Skills Cohort Tracker

The Basic Skills Cohort Tracking Tool gives all 112 California community colleges immediate, easy access to data on student progress through their English, reading, ESL, and math pipelines. Envisioned and sponsored by 3CSN, this online tool has been expertly developed by the Research and Planning Group in collaboration with the CCCCO. The Tool was launched in early spring with a webinar conducted by the partnering organizations with video production sponsored by the California Community College League.

The Tool has become a center-piece in looking at data elements for student completion presentations at numerous events and trainings given across the state as well as at national conferences by 3CSN. The CCCCO’s Basic Skills Advisory Committee (BSAC) universally recommended that the Tool be used in reporting for the upcoming progress reports for BSI due October 10, 2012.

Below is an example of how CAP used the Tool to present dated related to basic skills English progress at Chabot College.

Differential Throughput of non-Accelerated and Accelerated Cohorts at Chabot College

![Non-Accelerated Path Diagram](chart1)

- **Enroll 101A**
  - Pass: 445
  - **Enroll 101B**
  - Pass: 293
  - **Pass**: 273
  - **Enroll 1A**
  - **Pass**: 206
  - **Enroll 1A**
  - **Pass**: 187
  - **Pass**: 146

![Accelerated Path Diagram](chart2)

- **Enroll 102**
  - **Pass**: 428
  - **Enroll 1A**
  - **Pass**: 316
  - **Enroll 1A**
  - **Pass**: 285
  - **Pass**: 241
BSI Coordinators Workshops

Fall 2011

Three workshops addressing the specific needs of Basic Skills Initiative Coordinators were offered:

- Friday, September 9th in the Los Angeles area;
- Friday, September 16th in the Northern California area (Sacramento); and,
- Friday, September 23rd in the Orange County/San Diego area (Anaheim).

The agenda was developed and presented by CCCCO Basic Skills Advisory Council (BSAC) Chair Mark Wade Lieu, BSAC member Lynn Wright, and RP Group Consultants Keith Wurtz and Bob Pacheco—with additional support provided by 3CSN Coordinators Lisa Brewster, Jan Connal, Donna Cooper, Courtney Hunter, Daryl Kinney, and Cleavon Smith. The overall purpose of the day was to assist BSI Coordinators with their BSI-funded projects and the required BSI Action Planning and Reporting process required by the California Community Colleges Chancellor’s Office (CCCCO). BSI Coordinators and other student success leaders from 90 colleges attended the workshops to

1. Align long-term goals to large-scale, measurable, and sustainable student success
2. Align BSI-funded activities to long-term goals
3. Create an evaluation plan of activities tied to the outcomes of their long-term goals
4. Design a plan for working with their campus/BSI committee to ensure measurable goals and activities to achieve them
5. Get BSI Action Plan questions answered.

Attendees were also given a preview of the Basic Skills Cohort Tracking Tool developed by 3CSN in collaboration with the RP Group and the CCCCO.

Spring 2012

With the approval of the recommendations of the Student Success Task Force, there will be an increased need to provide data that reflects movement on student success outcome measures with regard to basic skills. At the Fall 2011 Basic Skills Coordinator workshops, 3CSN provided colleges with assistance in preparing their 2011-2012 Basic Skills Action and Expenditure Plans. The submitted plans revealed that colleges need more training in working with outcome measures. In addition, participants at the Fall 2011 workshops indicated a desire for time to discuss their action plan activities and to learn from one another.
With these factors in mind, 3CSN in conjunction with the RP Group and CCCC0, offered two, one and a half day sessions to help coordinators:

- March 29-20, 2012 in Ontario, CA and
- April 12-13, 2012 in Sacramento, CA

83 colleges were represented with a total of 147 participants attending the Thursday evening meet and share with dinner and a Friday of all-day workshops.

The Friday workshop had Mark Wade Lieu explaining the rationale for the new reporting tool while giving them step by step instructions and activities on how to complete the form as intended. The afternoon session focused solely on the cohort tracking tool, which again showed the need for 3CSN to continue professional development around the tool, showing people how to use it, why it is used and how to analyze the data.

**Friday’s session**, facilitated by Basic Skills Grant Monitor Mark Wade Lieu (CCCC0), Researcher Robert Pacheco (MiraCosta College and RP Group), and former 3CSN Project Director Lynn Wright (Pasadena City College), focused on outcomes, goals, and data:

- Getting a handle on what makes a measurable outcome of student success.
- Refining the outcome measures of your action plans.
- Getting the data you need, including an overview of the newly released Basic Skills Cohort Tracking Tool.
- Working with data and responding to what data might be telling us.

Of the 147 participants 71 completed the evaluations and 70 of the 71 were marked excellent or good. The comments overwhelmingly stated that they enjoyed the meet and share and loved the opportunity to interact with other like-minded individuals who were in similar situations. Throughout the event, the regional networks were highlighted, sighting how they allow the coordinators to meet, to share and to network with those in close proximity to their college.

Follow up to the BSI Coordinators workshops will be held by the regional network coordinators in the beginning of the Fall 2012 semester as the coordinators get ready to submit their report, using the new reporting tool.
Objective 4

Expand electronic resources in order to build a knowledge base for practitioners regarding effective practices that lead to increased student success.

The 3CSN website (http://3csn.org) serves as a hub for the network, connecting the regional networks and communities of practice together. In January 2012, coinciding with the launch of the California Acceleration Project (cap.3csn.org), a new look and feel was unveiled for the network. The new look took on a much more graphical/magazine style look and brought upcoming events into a much more prominent position on the website. In mid-March, the Reading Apprenticeship Project website (ra.3csn.org) was launched, and then in May the revamped BSILI website (bsili.3csn.org) was reopened.

During the six-month period that the CAP site has been up and running it has had over 13,000 unique page views with 4,015 unique visitors to the site and 2,627 returning visitors during this time period. The 40% returning visitor number is impressive as it indicates that visitors are returning often to the site to use it as a resource. During this same period, the main site, 3csn.org, has had almost 19,000 unique page views with 6,322 unique visitors and 3,687 returning visitors. Some of the highest viewed pages are the postings associated with the LINKS events and Math Pathways where visitors are clicking on the presentations and materials presented at these events.
Since January 2012, 3CSN has also created public pages on social networking sites, Facebook (www.facebook.com/3csnlinks) and Google + (bit.ly/3csnggl) to expand the reach of the network. There is also a Twitter feed @3csn as well as both Vimeo and Youtube channels that house videos from 3CSN events.

The online Basic Skills Cohort Tracker has become a major tool in the 3CSN toolkit for helping colleges understand the barriers to student completion and success on their campuses. The Tracker was launched on March 7, 2012 in a joint webinar with the RP Group and State Chancellor’s office. The tool was used very successfully during the BSILI training and will be used as part of the breakouts session in LINKS VI in Fall 2012.

Fall 2012

There will be four major expansions of the 3CSN network in the coming year. First, the opening of the Habits of Mind website and the launch of 4 online classes associated with the Habits of Mind Community of Practice (moodle.3csn.org). With the success of the Reading Apprenticeship introductory online course, RAP is planning on bringing its leadership seminar into an online format in the next year. CAP is also looking at taking its current seminar approach and transforming it into online modules that will allow more colleges to participate in CAP community of practice as well as cut down on the costs associated with trying to bring teams of faculty together from various parts of the state. By the end of the 2012-13 cycle, all three
Communities of Practice will have online modules that will help build and sustain the growth of the overall 3CSN network. Furthermore, RAP is developing its online modules into a 12-unit certificate program this year, creating a model for current and future 3CSN CoPs.

One of the last major expansions will be the rollout of an integrated community component for each of the three communities of practice sites as well as the BSILI CoPs that were formed in June. These community sites will allow members to have a private document repository, forums, videos, and workspaces. These community spaces will give them a place to work on materials and presentations before making them public on the main sites.

Eventbrite, 3CSN’s event registration tool, will be used for all events, from the regional up to the statewide level in order to better track and record attendance at 3CSN-sponsored events. This tool will also used for online meetings hosted by 3CSN either through CCCConfer or Google Hangouts. Training on the use of these tools will continue throughout the coming year. Training materials will be housed on the current repository site (google.3csn.org.) The use of free online meeting tools becomes increasingly important as 3CSN continues creating ongoing, self-sustaining communities.
Objective V

Conduct a summer Leadership Institute designed to provide training for faculty and other community college leaders involved with serving developmental education students, including student services faculty and staff and faculty across disciplines.

In previous years, the summer Leadership Institute was given the acronym, BSILI from its origins as the Basic Skills Initiative Leadership Institute. In 2012, the planning team decided to keep the acronym of BSILI, because of its familiarity and brand value, but to add a title appropriate to its increasingly refined and evolved focus: Leadership for Curricular and Institutional Transformation. The mission of BSILI moved from the previous

\[ \text{Expand college leaders’ knowledge of practices that promise increased success for students with basic skills needs as well as to develop these leaders’ capacity to lead.} \]

to the much more specific

\[ \text{Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.} \]

Additionally, a set of shared values and assumptions were created and made explicit to further solidify the new direction of BSILI:

- Everybody (students, faculty, staff) has the right to ongoing, sustained, and rigorous learning experiences to further their personal, educational, and professional growth.
- Learning is a network forming process: connections and relationships are crucial to the learning process.
- Deep learning and leadership are facilitated by maintaining:
  - An appreciative inquiry mindset, i.e., curiosity about what’s possible
  - A growth mindset, i.e., a belief that change is possible.

Likewise the outcomes of BSILI moved from a list of static attributes to an articulation of dynamic skills, abilities and tasks.

1. Develop and implement initiatives that address the persistence, acceleration, and completion of underprepared and underrepresented students.
2. Engage their campus in focused and sustained communities of practice to support these initiatives.
3. Recognize and address gaps, needs, opportunities, and strengths related to teaching and learning in a range of educational settings.
4. Design, implement, and evaluate effective learning environments for diverse groups based on relevant research.
5. Be effective leaders in a wide variety of situations related to the improvement of
student outcomes.


The design and planning of BSILI 2012 was guided by Executive Director, Deborah Harrington, and a team consisting of Lisa Brewster, San Diego Imperial Valley Network Coordinator, Roza Ekimyan, Los Angeles Regional Coordinator, Agnes Jose-Eguaras, Foothills and Inland Empire Network Coordinator and former BSILI graduate, Jan Connal, Orange County Network Coordinator and Habits of Mind Community of Practice Lead, Nika Hogan, Reading Apprenticeship™ Project Director, Becky Rudd, English faculty at Citrus College and former BSILI-graduate, Crystal Kiekel, Associate Dean of Student Success and Basic Skills Development, Pierce College and former BSILI-graduate, and Bradley Vaden, 3CSN Technology Director.

Along with the newly retooled mission and guiding values and shared assumptions, three questions were formulated to frame the inquiry that participants would engage in at BSILI 2012:

1. How do we best use our current resources (3CSN and other) to develop, sustain, and support leadership capacity and avoid “initiative fatigue”?
2. How do we evaluate the impact of our initiatives and learning networks (regional and CoP-based) on students, faculty, and staff and the California community college system?
3. How do we build a narrative about pedagogical, curricular, and institutional change that will engage all segments of the college?

Another fundamental change in this year’s BSILI was the application process, in which college teams, consisting of at least one faculty and one administrator, were committing themselves to not only attend BSILI but also to:

- Join one community of practice (Acceleration, Reading Apprenticeship, and/or Habits of Mind).
- Attend a follow up post session at the Strengthening Student Success Conference in Costa Mesa, October 5-6, 2012
- Attend a final follow up retreat for two days in the spring 2013

BSILI teams were also asked to bring with them the following information and data that would be used during the Institute:

- What are the top ten classes that students enroll in and the number of sections offered
With these commitments in place, 42 faculty, classified staff and administrators attended BSILI 2012 from 16 different colleges: American River, Antelope Valley, Chabot, Fresno City, Fullerton, Gavilan, Grossmont-Cuyamuca, LA Mission, Los Medanos, Pasadena, Pierce, Sacramento, San Mateo, Santa Rosa, West Valley, and Yuba.

As with prior BSILIs, each day’s work drew upon the prior day’s efforts. Additionally, the days were also organized around the same principles that also form the backbone of all the networked communities of practice in 3CSN:

- Identifying a Shared Problem
- Creating a Shared Vision of the Possible for Addressing It
- Building a Sustained Community of Practitioners Focusing on This Problem

Using these principles, the participants were able to develop both outcome-based plans for a college student completion initiative rooted in building a persuasive narrative for change specific to their campus culture as well as a logic model for an inter-college community of practice that will bring them together over the course of the next year. These BSILI CoPs will help build their leadership capacity on an ongoing basis as well as provide technical assistance, training, and other resources relevant to scaling high impact practices in support of student completion.

The 2012 BSILI has initiated a Habits of Mind (HoM) Community of Practice (CoP) to explore and pilot campus activities for improving students’ academic habits of mind. By building students’ habits of mind, in and out of the classroom, BSILI HoM promotes completion of educational goals.

In preparation, BSILI participants developed leadership projects for their respective campuses and, at various points during the institute, reconsidered/modified them. Participants were introduced to three models for improving student completion, namely acceleration, reading apprenticeship, and habits of mind. For HoM, participants were introduced to content illustrating habits of mind and its importance to understanding learners and their success. They
also engaged in activities to generate ideas for building habits of mind within classrooms and across campus.

Subsequent to the presentations and activities surrounding acceleration, reading apprenticeship, and habits of mind, participants were introduced to BSILI’s CoPs designed to support their progress during the coming year. Participants then joined the CoPs that would best assist them in accomplishing their campus leadership projects. Members of the BSILI HoM CoP jointly created a unifying leadership logic model and intended outcomes for their work together.

The Acceleration Community of Practice formed at BSILI 2012 consists of seven BSILI participants who represent campuses from northern, central, and southern California. These participants engaged in conversations intended to assist them in either expanding or instituting acceleration efforts on their campuses. The initial focus of this group is for the members to collect information from campuses in their region which are currently engaged in a model of acceleration. After discussing their individual questions and concerns, the participants
developed a set of core questions related to the process used to initiate acceleration on the campuses they contact. Members of the COP are currently in the process of collecting information to be shared in their presentation at the Strengthening Student Success conference in October 2012.

The goals of the Acceleration Community of Practice are to (1) provide an avenue for members to explore the many models of acceleration, (2) provide support as members move to implementation on their own campus, and (3) offer connections to professional development for faculty involved in accelerated classrooms.

When given a choice to explore and join a Community of Practice, 14 energized and inquisitive community college instructors and administrators formed the BSILI 2012 Reading Apprenticeship group, quickly discovering the strengths represented by the collective. Members of the group immediately discovered that each member had much to contribute due to their thorough and deep understanding of reading's impact on knowledge acquisition and construction. Despite the varying levels of expertise with
and exposure to Reading Apprenticeship, each person’s level of experience helped the group effectively construct an initial plan for promoting RA among classroom practitioners and administrators. Using the collective expertise in the group, we focused our logic model outcomes on generating awareness of RA and offering training to enable faculty to integrate one to two RA routines into their teaching over the course of each semester. To get started, RA members agreed to disseminate a faculty survey on their respective campuses in Fall 2012 to gather information about faculty perceptions of students’ reading abilities within their content area. Members will distribute surveys to all of their faculty colleagues by early September in order to have data for the Student Success Conference in October. From this information, group members will determine the next logical step to take to create and implement useful professional development activities to promote the use of RA in as many community colleges as possible.

### BSILI 2012 Reading Apprenticeship CoP Logic Model

*This is about CoP RA helping build leadership skills so participants can implement shared project/problem on their respective campuses successfully.*

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3CSN</td>
<td>Campus departments/divisions conduct survey about reading challenges to do recruitment of nuts in at least three disciplines.</td>
<td>Faculty representing at least three disciplines will implement one to two RA routines regularly in their classes.</td>
</tr>
<tr>
<td>RA CoP</td>
<td>Train interested and committed faculty via flex workshops, brown bag lunches, emails, etc.</td>
<td>Use assessment tools to measure the effectiveness of RA.</td>
</tr>
<tr>
<td>Faculty Survey from Jean Costello at Fullerton College</td>
<td>Establish cloud-hosting tool to share and gather materials related to RA efforts across campuses.</td>
<td>Sustain use of RA concepts in the classroom once introduced.</td>
</tr>
<tr>
<td>WestEd (Strategic Literacy Initiative)</td>
<td>Gather useful assessment tools such as Curriculum Embedded Reading Assessments (CERA), students and faculty perception of reading, Cohort Tracking Tool.</td>
<td></td>
</tr>
<tr>
<td>Interview (video of students)</td>
<td>Develop strategies for sustaining RA use in classroom instruction such as Faculty Inquiry Groups (FIGs).</td>
<td></td>
</tr>
<tr>
<td>High School pipeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established co-horts and programs (Bridge Program, Puente, learning communities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop Box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nika Hogan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort Tracking Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradley Vaden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student voices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Reading and Writing Curriculum (ERWC) data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Writing Project (San Diego area) data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BSILI Survey

Three weeks before the Institute, an email invitation asked all registered participants to take a brief, 20-minute survey. This survey included items relating to what college they were at, how long they had been teaching, how long they had been working in the basic skills/student success area, and their goals for the Institute. Those who responded to this survey generally make up the population of the attendees. Some may have completed the survey yet not made it to the Institute, thirty-nine completed the survey and forty-two attended the Institute. To avoid breaking the commitment to confidentiality, no attempt was made to pull out the data provided by those who did not actually attend. Chabot College made up the majority of participants with seven survey completers and Yuba and American River each provided input from just one participant.

Table 1. BSILI Pre-Institute Survey Completers’ College (n=39)

<table>
<thead>
<tr>
<th>Name</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chabot College</td>
<td>7</td>
<td>17.9%</td>
</tr>
<tr>
<td>Grossmont College</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>Los Angeles Pierce College</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>Santa Rosa Junior College</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>West Valley College</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>Antelope Valley College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>College of San Mateo</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fresno City College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Gavilan College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Los Angeles Mission College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Los Medanos College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Pasadena City College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Sacramento City College</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>American River College</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Yuba College</td>
<td>1</td>
<td>2.6%</td>
</tr>
</tbody>
</table>
Survey participants generally reported their role in student success as faculty (59%), deans (13%), counselor (5%), or other (23%). The others were administrators, campus coordinators, librarians, and others holding dual roles such as faculty and grant lead. They represented English (26%), Math (13%), ESL (5%), and Other (56%) departments. Some of those others were academic departments (e.g., Psychology, Physical Science), and others were administrative and learning services (e.g., Library, EOPS, Student Services, Institutional Research). Almost half (45%) have worked in student success-related roles for seven or more years; just under a third (30%) have done so for 4-6 years; about a quarter (24%) have only worked in student success for 3 or fewer years.

Participants were asked a series of questions related to student success initiatives. On a scale of not at all familiar (1) to very familiar (7), participants were generally familiar with student success-related efforts at their college (5.8), in their region (4.0), and in the state (3.8). They were then asked to rate the campus leadership on a number of efforts related to student success using a 7-point scale of weak (1) to strong (7).

Table 2. Rating Campus Support For Student Success-Focused Work

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation - generating new ideas, strategies and practices</td>
<td>4.74</td>
<td>4.50</td>
<td>4</td>
<td>1.16</td>
<td>34</td>
</tr>
<tr>
<td>Delivery - providing services and supports</td>
<td>4.53</td>
<td>5.00</td>
<td>5</td>
<td>1.16</td>
<td>34</td>
</tr>
<tr>
<td>Exchange - sharing of information</td>
<td>4.35</td>
<td>4.00</td>
<td>3</td>
<td>1.39</td>
<td>34</td>
</tr>
<tr>
<td>Skill Building - opportunities for developing skills such as problem-solving, team-building, leadership</td>
<td>4.29</td>
<td>4.00</td>
<td>4</td>
<td>1.12</td>
<td>34</td>
</tr>
<tr>
<td>Combination - integrating resources and service strategies</td>
<td>4.21</td>
<td>4.00</td>
<td>3</td>
<td>1.74</td>
<td>34</td>
</tr>
<tr>
<td>Advocacy - influencing existing decision-making structures</td>
<td>4.06</td>
<td>4.00</td>
<td>3</td>
<td>1.43</td>
<td>34</td>
</tr>
<tr>
<td>Diffusion - spreading ideas, information or new practices</td>
<td>4.00</td>
<td>4.00</td>
<td>3</td>
<td>1.21</td>
<td>34</td>
</tr>
<tr>
<td>Alignment - coordinating perspectives and activities into a systematic or comprehensive strategy</td>
<td>3.94</td>
<td>4.00</td>
<td>3</td>
<td>1.50</td>
<td>33</td>
</tr>
</tbody>
</table>
Mobilization - reaching and activating people to promote change

Table 3. Campus Leadership Support of Student Success Network

<table>
<thead>
<tr>
<th>Task</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of student success activities</td>
<td>4.62</td>
<td>4.50</td>
<td>4</td>
<td>1.48</td>
<td>35</td>
</tr>
<tr>
<td>Develop and maintain communication strategies for the membership</td>
<td>4.36</td>
<td>4.00</td>
<td>4</td>
<td>1.56</td>
<td>35</td>
</tr>
<tr>
<td>Monitor the health of the student success network</td>
<td>3.86</td>
<td>4.00</td>
<td>4</td>
<td>1.57</td>
<td>34</td>
</tr>
<tr>
<td>Orient new members</td>
<td>3.84</td>
<td>4.00</td>
<td>4</td>
<td>1.59</td>
<td>34</td>
</tr>
</tbody>
</table>

As indicators of impact of student success efforts, they were asked to what extent their participation in student success-related programs on campus contributed to changes in how their campus approaches its student success work. *New programs* was rated highest and the next lowest was more than a half a point lower and *new funding* was more than two points lower at the end of the ranking.

Table 4. Campus Changes In Student Success Work

<table>
<thead>
<tr>
<th>Change</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>New programs, strategies, or practices</td>
<td>5.24</td>
<td>5.50</td>
<td>7</td>
<td>1.65</td>
<td>34</td>
</tr>
<tr>
<td>New partnerships/relationships with professionals from different disciplines</td>
<td>4.63</td>
<td>4.50</td>
<td>4</td>
<td>1.79</td>
<td>33</td>
</tr>
<tr>
<td>New resource and referral connections</td>
<td>4.06</td>
<td>4.00</td>
<td>4</td>
<td>1.50</td>
<td>34</td>
</tr>
<tr>
<td>New partnerships/relationships with professionals outside of already existing networks</td>
<td>4.03</td>
<td>4.00</td>
<td>5</td>
<td>1.95</td>
<td>34</td>
</tr>
<tr>
<td>Leveraging of funding or staff resources</td>
<td>3.82</td>
<td>4.00</td>
<td>5</td>
<td>1.87</td>
<td>34</td>
</tr>
<tr>
<td>Administrative policy changes</td>
<td>3.56</td>
<td>4.00</td>
<td>4</td>
<td>1.80</td>
<td>34</td>
</tr>
<tr>
<td>Changes in staffing or staff roles</td>
<td>3.19</td>
<td>3.00</td>
<td>1</td>
<td>1.86</td>
<td>34</td>
</tr>
</tbody>
</table>
For those who were in the classroom, the extent their participation in student success-related programs contributed to these changes in how they teach. Very little separates the highest from the lowest in these three items and all are rated high above the mid-point of the scale (4).

Table 5. Contribution To Changes In Teaching (n=32)

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and leveraging effective practices</td>
<td>5.55</td>
<td>6.00</td>
<td>7</td>
<td>1.39</td>
<td>32</td>
</tr>
<tr>
<td>New capabilities</td>
<td>5.10</td>
<td>5.00</td>
<td>4</td>
<td>1.50</td>
<td>32</td>
</tr>
<tr>
<td>Standardization of effective practices</td>
<td>5.00</td>
<td>5.00</td>
<td>6</td>
<td>1.39</td>
<td>32</td>
</tr>
</tbody>
</table>

When asked to select their top 3 goals they had for the Institute from a list generated from past BSILI participants’ input, most said they wanted to obtain strategies and best practices as a first goal, get plans/models/tools as a second, and networking as their third-most important goal (Table 6).

Table 6. Participants’ Top Three Goals

<table>
<thead>
<tr>
<th>#</th>
<th>Goal</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Obtain strategies and best practices</td>
<td>19</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td>Get plans/models/tools</td>
<td>12</td>
<td>31.58%</td>
</tr>
<tr>
<td></td>
<td>Learn specific skills</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Networking</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Your top goal not listed...</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Gain a general understanding of student success efforts</td>
<td>1</td>
<td>2.63%</td>
</tr>
<tr>
<td>Sub-Total</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>Third</td>
<td></td>
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<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Obtain strategies and best practices</strong></td>
<td>14 36.84%</td>
<td>4 10.81%</td>
<td></td>
</tr>
<tr>
<td><strong>Get plans/models/tools</strong></td>
<td>19 50.00%</td>
<td>4 10.81%</td>
<td></td>
</tr>
<tr>
<td><strong>Learn specific skills</strong></td>
<td>2 5.26%</td>
<td>7 18.92%</td>
<td></td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td>1 2.63%</td>
<td><strong>Networking</strong></td>
<td>14 37.84%</td>
</tr>
<tr>
<td><strong>Gain a general understanding of student success efforts</strong></td>
<td>2 5.26%</td>
<td><strong>Gain a general understanding of student success efforts</strong></td>
<td>8 21.62%</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>38</td>
<td><strong>Sub-Total</strong></td>
<td>37</td>
</tr>
</tbody>
</table>

These goals are helpful as a pre-test to the Institute. In the fall, after participants return to a normal schedule, we intend to send a follow-up survey to ask how well these goals were met. We will also ask how useful the Institute topics were and how they have applied the lessons/exercises.
Summary, Reflections, and the Road Forward

3CSN clearly encompasses all five of the grant’s original objectives, as well as complements national efforts to meet President Obama’s challenge to increase the number of college graduates by 20% by 2020. However, the work moves forward, rooted in a recursive approach that seeks to support and increase the ability of community college professional staff to rethink, redesign, retrain, and rebuild with significant and ongoing professional development and other institutional support in the areas of student completion practice, policy, and procedure.

In this regard, 3CSN has conducted several staff retreats in order to revitalize and reaffirm its organizational structure and practices in order to continue to keep up with the demand for professional growth by the faculty and staff of the California Community Colleges. This revision of the structure will allow 3CSN to engage more colleges, connect more faculty and staff in networks or communities of practice and help close the student achievement gap.
A full and fully coordinated calendar of fall activities in addition to a complete outline of spring events has been developed. In addition to the ongoing established work of the networks and Communities of Practice, we are launching a faculty inquiry group, in partnership with ETS, studying the use and development of formative cognitive assessments to track learning gains. In its early stages, this inquiry group will develop instructors’ understanding of formative assessment and differential instruction, topics which have not yet been rigorously explored in professional development settings, but which of course are increasingly crucial to successful instruction in California Community Colleges. Ultimately, this partnership will allow us to study the impact of instructional interventions such as Reading Apprenticeship and Habits of Mind at the level of individual students’ cognitive growth—an unprecedented and extremely exciting kind of research. We are also partnering with CAA to help deliver high quality professional learning experiences (based on our Communities of Practice) for CTE faculty specifically. And we expect the work of the SDIVN with the San Diego Writing Project to be replicated across the state as we grow our relationship with the California Writing Project.

**LearningWorks**

As part of the ongoing building of a self-sustaining infrastructure for practitioner networking, 3CSN continues to serve as part of the leadership for LearningWorks. LearningWorks aims to strengthen student achievement in the California community colleges. It does so by facilitating, disseminating, and funding practitioner-informed recommendations for changes at the system and classroom levels, and infusing these strategies with statewide and national insights. During 2011-12, LearningWorks published three briefs commiserate with its mission, and 3CSN’s
networks have disseminated them through the regions:

1. **What’s Completion Got to do With it? Using Course-Taking Behavior to Understand Community College Success**
2. **Diagnostic Assessment: Challenges & Opportunities for the California Community Colleges**
3. **Rethinking Basic Skills Education in California: Principles for Policymakers**

### 3CSN Sponsored Activities

<table>
<thead>
<tr>
<th>Regional Networks throughout the state</th>
<th>Learning in Networks for Knowledge Sharing (LINKS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meetings</td>
<td>• Currently on LINKS VI</td>
</tr>
<tr>
<td>• Sharing</td>
<td>• Topics focused on Student Completion</td>
</tr>
<tr>
<td>• Workshops</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communities of Practice</th>
<th>BSILL-Week Long Leadership Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acceleration</td>
<td>• Train faculty leaders on inquiry methods &amp; curricular redesign that will help transform campuses</td>
</tr>
<tr>
<td>• Reading Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>• Habits of Mind</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Professional Development Courses</th>
<th>Sponsor Student Completion events/projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading Apprenticeship</td>
<td>• Student Success Conference by RP Group- Oct 4-5, 2012, Costa Mesa CA</td>
</tr>
<tr>
<td>• Habits of Mind</td>
<td>• Math FIG- statewide project</td>
</tr>
<tr>
<td><strong>can get professional development/college credit through CSU</strong></td>
<td>• San Diego Area Writing Project</td>
</tr>
<tr>
<td></td>
<td>• FTLA- Faculty Teaching and Learning Academy</td>
</tr>
</tbody>
</table>

### Transforming Faculty Identities

As our partnerships with state and national organizations multiply, so does our ability to develop new faculty leaders. To better capture the crucial progress in transforming the hearts and minds of faculty, we have instituted a new method for gathering feedback, based on the work of Etienne Wenger. The Value Creation Narrative template is an effective tool for busy faculty to pause and share some insights into their own growth, as the excerpts below demonstrate:

I see now see student success as a collaborative process in which we are all engaged. When I first took the job of the basic skills coordinator, I felt like I was part of a silent minority of community college professionals whose goals are often at odds with many of the other leaders on campus. However, now that I have seen the power of these student success networks, I now see this initiative as one that affects all faculty, students, administrators, and staff. I now see how my work affects not only the work of other stakeholders at my institution, but the work of stakeholders all across California.
Crystal Kiekel, BSILI 2009 Participant, BSILI 2012 Facilitator

BSILI 2010 helped me develop more confidence in my ability to serve as a leader on my campus. The opportunity to discuss my concerns and to hear what others have done to increase student success and persistence increased my desire to move beyond my comfort level and to try new things. It also helped me to realize that there are many other community college professionals who struggle with the same issues as I do (institutional barriers, departmental barriers, etc) and have found ways to overcome them. Becky Rudd, BSILI 2010 Participant, BSILI 2012 Facilitator

Similar statements from faculty resonate throughout this report. Clearly, over and above all the hands-on, practical, and evident gains in professional learning that 3CSN has provided, it is the shift in personal/ professional identity described above and, and described repeatedly with great consistency, that best captures the unique contribution of our networked communities of practice. 3CSN has facilitated and continues to facilitate to transform the landscape of California Community Colleges by changing faculty’s minds. These transformed faculty, in turn, become the next generation change agents moving 3CSN and its networked communities of practice forward.