English as a Second Language-Basic Skills
Professional Development Grant
Legislative Report

California Community Colleges
Chancellor’s Office

Board of Governors

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September 2009
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**GENERAL BACKGROUND**

In 2004, the California Community College System Office began a comprehensive strategic planning process for the purpose of improving student access and success. On January 17, 2006, the Board of Governors of the California Community Colleges unanimously adopted the final draft of the Systemwide Strategic Plan. The plan includes five strategic goal areas; college awareness and access; student success and readiness; partnerships for economic and workforce development; system effectiveness; and resource development.

The goal of student success and readiness contains seven areas of focus, one of which is basic skills, described as “Ensuring that basic skills development is a major focus and an adequately funded activity of the community colleges.” Ultimately, the goal is to transform the community colleges in how they serve incoming students that need one or more courses in ESL and/or basic skills. Such an effort requires that our colleges direct funding to implement highly effective practices, including innovative program structures and counseling and other student services that will increase the success rates of students needing basic skills education.

In order to address this goal and meet statewide and local colleges’ challenges, the Systemwide Strategic Plan’s Action Planning Group (APG), charged with addressing Basic Skills as the Foundation for Student Success, was formed with representatives of Chief Executive Officers (CEOs), Chief Instructional Officers (CIOs), Chief Student Services Officers (CSSOs), the Academic Senate of the California Community Colleges, the Research and Planning Group for California Community Colleges, and System Office staff. The purpose of the APG is to provide direction and oversight for all activities focused on making innovative improvements in ESL and basic skills, including related professional development activities.

In order to launch staff development efforts, a thorough review of the literature regarding effective practices was needed. In 2006-07, a study was commissioned by the System Office to identify effective practices in basic skills programs. The Center for Student Success (CSS), which is affiliated with the Research and Planning (RP) Group for California Community Colleges, was selected to conduct an extensive review of the literature related to effective practices. In addition, CSS created a self-assessment tool in order to allow colleges to reflect on their current practices and implement effective practices when needed improvements were identified. CSS created a cost/revenue model for developmental education programs, enabling colleges to examine the incremental revenues that can be derived over time from such programs. The review of literature and effective practices, self-assessment tool, and cost/revenue model were described in a document called *Basic Skills as a Foundation for Student Success in the California Community Colleges*.

For purposes of the research work, the CSS developed a working definition of basic skills as follows:

> “Basic Skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”
The inclusion of English as a Second Language (ESL) in this definition recognizes that a significant amount of ESL instruction is included in basic skills. To the extent that a student is unable to succeed in college-level coursework due to the inability to speak, read, write, or comprehend English, ESL skills are considered as foundational skills in accordance with the definition above.

In order to provide professional development opportunities for the colleges, distribute and review Basic Skills as a Foundation for Student Success in the California Community Colleges, and facilitate implementation of improvements in ESL and basic skills, the Chancellor’s Office awarded in 2006-07 through a competitive grant process, $700,000 to the Foothill-DeAnza Community College District (CCD). Through the grant, significant support and learning opportunities were provided to support community college administrators, faculty, and staff in implementing effective practices. Further, colleges were asked to conduct a self-assessment using the tool developed by CSS that was linked to the findings in the literature review of effective practices in ESL and basic skills. The faculty and staff development activities focused on instruction and addressed both credit and noncredit instruction in areas of mathematics, reading, writing, and ESL.

For the following year, the 2007-08 California State Budget Act contained $1,600,000 “for faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs.”1 The Chancellor’s Office awarded a second competitive grant of $1,600,000 to the Foothill-DeAnza CCD to further assist colleges with improvement in the delivery of basic skills education. The grant continues to focus on the strategies and activities for basic skills improvement and student success that were initiated in 2006-07. The Foothill-DeAnza CCD, in collaboration with the Statewide Academic Senate, is implementing the grant activities. The 2008-09 grant covers the period from January 1, 2008, to June 30, 2009. Pursuant to the 2007-2008 State Budget Act, the Chancellor’s Office is required to report on the use of the professional development funds ($1.6 million) to the Legislative Analyst Office and the Department of Finance.

The 2008-09 California State Budget Act contained $1,600,000 to continue and expand the professional development efforts for administrators, faculty and staff in the areas of basic skills and English as a Second Language (ESL) programs.2 The Chancellor’s Office awarded a third competitive grant of $1,600,000 to the Los Angeles CCD to 1. Initiate building a statewide Basic skills Center and Network that coordinates the collection and distribution of data and information resources, increases opportunities for professional development at the local regional and state levels, and facilitates program development and assessment at the regional and local level; 2. Conduct statewide workshops under the leadership of the Academic Senate of California Community Colleges (ASCCC) to continue local support in the implementation of effective practices; 3. Develop benchmarks for transition points between courses in basic skills sequences as well as create the tools and professional development necessary to increase every college’s capacity to use those tools; 4. Set up one beta test web site presence that increases the amount of material available, creates a user friendly structure, provides on-line learning, and promotes

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1 AB 194, California State Budget Act 2007-08, Sec 9 (a) (1)
2 California State Budget Act 2008-09, Sec 31 Prov. 11 (a)
dialog between professionals interested in various aspects of basic skills and ESL improvement; and 5. Implement a Summer Leadership Institute focused on developing leaders among the faculty, administrators, and support staff who will initiate and direct activities on their campuses for improving success of students who are under presented and under prepared.

The 2008-09 grant covers the period from January 1, 2009, to December 31, 2009. Pursuant to the 2008-09 State Budget Act, the Chancellor’s Office is required to report on the use of the professional development funds ($1.6 million) to the Legislative Analyst Office and the Department of Finance.
INTRODUCTION

This report describes the use of funds identified in the 2008-09 California State Budget Act for faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL).

An important mission of the California Community Colleges is providing instruction and support services to students who are not yet prepared to succeed in college-level coursework. The percent of students who come to our colleges underprepared for the rigors of college study is staggeringly high. Many colleges report that two-thirds of entering first-time students assesses below college-level in English, ESL and/or mathematics.

Establishing higher graduation requirements for the Associate Degree in English and mathematics in 2007 further prompted the need for increased student success in basic skills. Effectively educating the underprepared student presents a significant challenge for the community colleges. Students are entering our system in need of basic skills improvement. Students must first master basic skills in order to succeed in higher-level classes. Professional development support is critical to helping faculty, administrators and staff adapt curriculum, and implement teaching strategies and support services to address the needs of basic skills students.

This report has summarized a range of activities taking place in support of the five objectives specified in the 2008-09 ESL/Basic Skills Professional Development Grant awarded to the Los Angeles Community College District. In the case of each objective, significant progress has been achieved. Further, an overall vision of systemic, institutional, faculty and student transformation has been articulated through the connections reported between the grant’s objectives and the development of the CA Success Network Logic Model. Finally, a summary of the external evaluation process and progress for the pilot network and institute pieces of the project has been included in order to establish the means by which we seek to measure the impact of ongoing, scalable, and sustained professional development on teaching and learning in California’s community colleges.

The following report describes the levels supported through the 2008-09 ESL-Basic Skills Professional Development Grant awarded to the Los Angeles Community College District. This report satisfies and addresses the requirement of Assembly Bill 194 of the Budget Act of 2008-09.
Building a Professional Learning Network Promoting Student Success

Student Panel from Cañada College shares their insights about learning with participants of the BSI Leadership Institute.
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2008-09 ESL/BASIC SKILLS PROFESSIONAL DEVELOPMENT GRANT PROGRESS REPORT

Project Introduction and Background

The California Community Colleges (CCC) is the largest system of higher education in the world, serving more than 2.5 million students. Of that number, 70 to 80% are underprepared for college-level work. This translates into nearly two million students in need of educational support. Helping underprepared students attain the essential academic skills needed to succeed in college-level work has been a core function of community colleges throughout their history.3

In 2006, an unprecedented collaboration began among the Academic Senate for California Community Colleges (ASCCC), California Community Colleges Chief Instructional Officers (CCCCIO), California Community Colleges Chief Student Services Officers (CCCCSSO), California Community Colleges Chief Executive Officers (CEO), and California Community Colleges Chancellor’s Office (CCCCO) to seek solutions to the mounting failure of many community college students. Thus the Basic Skills Initiative (BSI) was born. Central to the development of the BSI has been an overall emphasis on strategic planning, beginning in the 2007-08 year with every community college in California conducting a comprehensive self-assessment and submitting to the CCCCO 3-5 year objectives for their ESL/basic skills programs and services, an annual Action Plan, and an Expenditure Plan for the use of ongoing categorical funding directly allocated by the state to all 110 colleges for the improvement of student success.

Additionally an ESL/Basic Skills Professional Development Grant was developed by the CCCCO largely in recognition of the fact that, few of the nearly 100,000 faculty, administrators, and staff of the California community colleges have received any type of preparation or training to address the needs of basic skills students at the classroom, program, or institutional levels. During the first three years of the ESL/Basic Skills Professional Development Grant,

under the fiscal agency of the Foothill/De Anza Community College District, and in close collaboration with the ASCCC, several important resources were developed and many supporting activities took place:

- *Basic Skills as a Foundation for Success in California Community Colleges* (aka the Poppy Copy)
- Professional development events showcasing effective practices, exemplary programs, and strategies for more than two thousand faculty, administrators, and staff, including a Summer Teaching Institute focused on part-timers
- Database: Staff Development and Student Success Programs: http://bsi.cccco.edu
Overview of the 2008-09 ESL/Basic Skills Professional Development Grant

Under the umbrella of the Research and Planning Group (RP Group), the William and Flora Hewlett Foundation sponsored a long-range planning process bringing together representatives of the principal constituencies that originally formulated the BSI, including representatives of the ASCCC, the Chancellor’s Office, CIO, CSSO, and CEO organizations, the RP Group, experienced practitioners from the colleges and experts in the field. That group identified long-term needs and plans for addressing those needs that are congruent with the goals and five required activities for this ESL/Basic Skills Professional Development Grant. Building on the work performed during this year-long planning process, the Los Angeles Community College District (LACCD) submitted the award-winning proposal for the 2009 ESL/Basic Skills Professional Development Grant.

Simply put, the 2009 ESL/Basic Skills Professional Development Grant has five primary objectives:

1. Develop a permanent statewide professional learning network, beginning with four pilot networks in the Bay Area, Sacramento/Central Valley, Los Angeles Area, and San Diego Area. Additionally, the design of and search for ongoing funds for a permanent center for the scholarship of teaching and learning in California’s community colleges will be explored by a small group of experts.

2. Continue the highly successful series of regional workshops led by the state’s Academic Senate.

3. Create new tools for a series of data coaching workshops designed to increase every college’s capacity to enhance student success outcomes in partnership with the RP Group and the ASCCC.

4. Build out a robust interactive virtual network to enhance professional learning and collaboration in partnership with the California Educational Technology Collaborative and with assistance from the ASCCC.

5. Establish a BSI Summer Leadership Institute, starting with the pilot June 14-20, 2009 at San Francisco State University.

The following pages detail the exceptional progress that has been made completing each of the five grant objectives thus far. Additionally, this report will present an outline of the design that is emerging from the dynamic work being performed by the grant’s team and consortium partners of a permanent infrastructure for a self-sustaining, statewide, professional community of practice – the CCC Success Network – promoting overall increased student success.
Progress of Grant Objectives

The following section details the progress we have made toward fulfilling the five objectives outlined in the 2009 ESL/Basic Skills Professional Development Grant proposal. Each objective is presented first with our current progress toward completion of the goal, followed by activities completed and data derived from those activities.

Objective 1: Develop a permanent statewide professional learning network, beginning with four pilot networks in the Bay Area, Sacramento/Central Valley, Los Angeles Area, and San Diego/Imperial Valley Area. Additionally, the design of and search for ongoing funds for a permanent center for the scholarship of teaching and learning in California’s community colleges will be explored by a small group of experts.

Part A: Building the Network

The initial infrastructure for a permanent statewide professional learning network has been developed, with 31% of California Community Colleges formally joining the four pilot networks in advance of the June Leadership Institute.

Colleges joining the network have experienced numerous professional development opportunities. Figure 1 presents an overall summary of the number and type of activities completed during Spring 2009, and Figure 2 delineates the number of total participants, by category, in attendance at these activities.

Events and Sessions 2009

FIGURE 1
Building the Network

Construction of the new pilot network began in spring 2009 with the selection of four regional network coordinators in four pilot areas: Sacramento/Central Valley, Bay Area, Los Angeles, and San Diego/Imperial Valley. The four coordinators made initial contact with interested colleges, sent formal invitations (Appendix A) and Leadership Institute brochures (Appendix B), and made 27 site visits to colleges interested in joining the pilot network.

During the first college site visit, coordinators met with college representatives, including presidents, vice presidents (both Instructional and Student Services), deans, basic skills coordinators, faculty, and staff. Figure 3 indicates the number of participants involved in the initial site visit, disaggregated by faculty, and administrators/staff.
In total, 34 individual colleges joined the network, with one community college district’s four satellite campuses joining as well. Figure 4 indicates the percent of colleges in the pilot network when compared to the total 110 community colleges in California. The table on the right of the previous page specifies the names of colleges involved in the pilot network.
Why Pilot the Network?

Benefits Colleges Receive

- Funds for professional learning through the Network, above and beyond BSI funds.
- Sustained, ongoing support from a designated regional network coordinator.
- Participation in a summer leadership institute designed to support successful implementation of your BSI action plans.
- Participation in a post-leadership institute project geared specifically toward the needs of your campus and basic skills program.
- Campus visits from the leadership institute mentors, who will answer questions, provide support, and help with your post-institute project.
- Participation in regional workshops where you'll get to discuss ideas, problems, solutions, and where you'll get to build camaraderie and community with colleagues from regional colleges.
- Participation in not only your own regional networks but in the larger network as well—where you can gain ideas, get insights, and work together to seek answers to thorny questions.
- A robust and interactive virtual network to enhance professional learning and collaboration.
- An opportunity to showcase successful programs/projects on your campus as well as field trips to other community colleges with model programs and practices.
- Partnerships with state-wide initiatives, such as the Faculty Inquiry Network, Center for Student Success, and Career Ladders.
- Regional workshops put on by the ASCCC where faculty and administrators can gain additional information and insight.
- Data coaches to help with assessment and evaluation of your projects and who will also help guide you in making evidence-based decisions.
- A time to shine—an opportunity to showcase your college, including your post-leadership institute project, at the Strengthening Student Success Conference in October 2009 in San Francisco.
- Whatever you want the network to be! How the network is built will depend upon you and upon what you want the network to be.

CCCBSI 2009
At the Initial college site visits, coordinators provided participants with the benefits they would receive by becoming part of the pilot network. An example of these benefits is “Participation in not only your own regional workshops but in the larger network as well—where you can gain ideas, get insights, and work together to seek answers to thorny questions.” Figure 5 above further details the list of benefits given to participants on the first site visit.

Also at the first site visit, coordinators showed a short video detailing the huge popularity of social networking sites, such as Facebook. Many of the network building concepts that Facebook and other social networking sites have used are also concepts that we emulate as we build our own network, such as starting small and then expanding, providing connection through publishing photographs, and enabling threaded comments and discussions. Below is the website for the video entitled “Do you know?”

http://www.youtube.com/watch?v=jpEnFwiqdx8

At the conclusion of each initial site visit, coordinators left colleges with a “checklist” of items to complete, such as registering for the 2009 inaugural BSI Leadership Institute and for the Strengthening Student Success Conference in October 2009 where participants in the summer Leadership Institute will showcase projects that were started there.

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. For example, the Sacramento/Central Valley network coordinator traveled to Shasta College to establish a connection to the Reach Alliance (the Far North colleges), who requested that training be provided in their area because of the remoteness of their location. Consequently, a required day-long in service day devoted solely to basic skills will be taking place in the REACH area in the early spring of 2010. The Bay Area network coordinator conducted a Basic Skills Initiative Retreat for Diablo Valley College to provide information on building and evaluating a basic skills program as well as understanding ARCC data and more. In the Los Angeles area, a Faculty Teaching and Learning Academy (FTLA) was conducted with many BSI coordinators in the inaugural group. As part of the FTLA, these graduates will take the new information learned in the FTLA and will bring it to their own campuses over the course of the upcoming academic year, with several of the colleges conducting sessions during their opening day events and even more holding mini-FTLA sequences focused on campus-specific issues. The San Diego/Imperial Valley network coordinator presented a workshop to the faculty at Mt. San Jacinto College on how to incorporate technology into teaching, a topic of paramount importance, given the digital divide that exists between digital natives (those born into technology) and digital immigrants (those born before technology). A summary of the numbers of extended professional learning activities facilitated by the regional network coordinators is presented in Table 1 below.
Other training opportunities have occurred with Train-the-Trainer sessions. The purpose of these trainings is to create ongoing professional learning amongst and between regions through the provision of strategic, ongoing tools. Trainings include both theory and practice in creating social and academic networks. For example, one strategic training tool we have used is logic modeling, a process that allows us to achieve shared outcomes, vision, and activities. Trainings have been provided for a variety of groups, such as the four regional network coordinators, in logic modeling, technology tools, and building a virtual network. Additional trainings have been held for basic skills coordinators/deans through venues such as the Leadership Institute and specific regional network meetings. The process of “training-the-trainers” has led to a positive chain reaction of training and implementation on several campuses. For example, Butte College has scheduled a time for logic modeling meetings so that their Basic Skills Committee and leaders can work together to build a common set of outcomes and activities for their program. Los Angeles Trade Technical College is conducting its own Faculty Teaching and Learning Academy for those faculty who are embarking on a new program linking career and technical training classes with courses in essential academic skills development. San Diego City College will be conducting trainings on Faculty Inquiry Groups (FIGs). Through the pilot regional network infrastructure, we continually seek to create opportunities where instructional transformation may occur as one idea is passed along from one to another until the entire campus has captured the idea and integrated it into the fabric of the institution.

Figure 6 indicates the number of participants attending train-the-trainer sessions during spring 2009, disaggregated by faculty, administrator/staff, and students.
In order to further expand the network, we have spread knowledge and information about the network as well as its benefits and advantages of joining through presentations made at numerous professional conferences. The following chart displays the number of participants attending conference sessions as well as the number of presentations made.

![Professional Presentations at Conferences 2009](chart)

**FIGURE 7**

To date, we have created a pilot network where opportunities to communicate and collaborate abound. Because of the overwhelming size of the state of California, faculty, administrators/staff, and students have tended to divide themselves into Northern and Southern California cohorts. However, with the creation and expansion of the network, colleagues are now working with one another across these invisible boundaries, seeking opportunities to learn from one another and collaborate, all toward the goal of increasing the skill and success of our underprepared students.

**Part B: Building a Permanent Center**

Private funding has been secured to convene a small group of experts to explore the planning and design of a permanent center for the scholarship of teaching and learning in California Community Colleges.

The concept of a permanent structure that will one day become a basic skills resource center will soon be discussed and developed through the gracious support of The James Irvine Foundation, the William and Flora Hewlett Foundation, and the Evelyn and Walter Haas, Jr. Fund. Details of this upcoming planning process will be included in the end-of-the year progress report.

**Objective 2:** Continue the highly successful series of regional workshops led by the state’s Academic Senate.

*Regional workshops led by the Academic Senate for California Community Colleges (ASCCC) have continued, with three two-day regional workshops held in spring 2009.*

In February 2009, the ASCCC appointed a BSI Regional Workshop Coordinator. Based on Senate recommendations, the coordinator assembled a Workshop Team to plan and implement...
the Senate’s BSI Regional Workshops for Spring and Fall 2009. Team members represented diverse disciplines closely involved in the BSI.

The Team began meeting in March to plan three Spring Regional Workshops scheduled for April 23-24 (Bay Area), April 30-May 1 (Sacramento), and May 7-8 (Los Angeles and San Diego).

Because of widespread interest in three types of programs, the Team decided to focus on First Year Experience (FYE), Tutoring, and Cross-Curricular (Learning Communities, etc.) programs in these first three workshops. Recognizing the importance of working with campus colleagues, the team requested the colleges register a team of interested participants, including CIOs, Senate presidents, basic skills coordinators, basic skills faculty, and any faculty interested in these types of programs. The first day was devoted to presentations from colleges in the region with programs that had demonstrated success. The second day was devoted to planning, with the presenters meeting with college teams interested in a specific program. These presenters helped participants assess the needs of their campuses and devise a workable plan to implement a new program or revitalize an existing program. The four Regional Network Coordinators also gave updates for their regions on BSI 2009 and posted the workshop presentations on their network websites so that participants could have access to these after the workshops. The Workshop Team developed a Notebook for participants to guide their activities and provide them with a written record of the presentations and their plan to implement one of the programs. In addition, the Senate provided the most recent ARCC data for each college and flash drives for all participants, with copies of the complete Basic Skills Handbook and Basic Skills as a Foundation for Student Success in California Community Colleges (also known as “The Poppy Copy,” published by the Center for Student Success). Subsequently, the Senate posted the presentations for all of the workshops on their BSI website.

These Spring Regional Workshops were very successful. Even though other BSI workshops for CTE and Noncredit were being held simultaneously, the result of an extension of the 2008 BSI grant, these three Spring Regional Workshops were well attended. The Bay Area workshop had 74 participants, Sacramento had 87 participants, and Los Angeles had 191 participants. Most of the faculty participants were from English-related fields, with student support and learning support divisions well represented. Nearly all college teams included the campus basic skills coordinator, and while not every participant indicated his or her position when registering, Senate records show that four vice presidents and ten deans attended the workshops. More important, the workshop evaluations showed a high level of satisfaction. Over 94% of those responding agreed that the workshop approach was effective. Written feedback was very positive, and participants provided good suggestions for future workshops. The most frequent comment was that participants really appreciated the time to work together with their campus colleagues, and many planned to continue this collaboration when they returned to their home campuses. The Workshop Team followed up by phone or email with representatives from each participating college a few weeks after the final workshop. Nearly all who responded reported that they were currently working on their workshop plan to implement a new program or expand an existing program. This is, by far, is the most significant measure of the success of these Senate workshops.
Figure 8 delineates the number of faculty and administrators/staff in attendance at all spring 2009 workshops.

![ASCCC Workshop Attendance Spring 2009](image)

**FIGURE 8**

The Workshop Team has now completed its plans for the Fall Regional Workshops. These include a Coordinator Workshop in Newport Beach, Sept. 17-18, and four Teaching and Learning Workshops in San Diego, Oct. 1-2; Sacramento, Oct. 15-16; Los Angeles, Oct. 29-30; and San Francisco, Nov. 5-6.

The Senate suggested a single workshop for basic skills coordinators this year in order to provide more opportunities for collaboration among coordinators and address the diverse issues faced by coordinators across the state. The Workshop Team chose to make this the first Fall Workshop so that coordinators could ask questions and get feedback on their Action Plans that are due in mid-October. Coordinators will work with RP Group researchers on interpreting college success data and program assessment; develop a rubric for assessing their Action Plans; evaluate their coordinator roles and determine the most effective models for their campuses; hear updates on CB 21; discuss creative solutions to the current fiscal crisis; evaluate the level of ownership on their campuses, using the *Basic Skills “Tune Up Kit,”* developed by a sub-committee of the BSI Steering Committee (Appendix C), participate in a Q and A session with a Chancellor’s Office representative, and hear a presentation from the Academic Senate Past-President on the importance of creating leadership within campuses.

In response to the challenges facing California community colleges today, the four Teaching and Learning Workshops will focus on “Maintaining and Enhancing Student Success in Difficult Times: Sustainable, Low-Cost Classroom Practices.” Because of the success of the college team approach used in the Spring Regional Workshops, the Workshop Team is asking basic skills coordinators to recruit, register, and lead diverse college teams of 5-10 faculty members, including one full-time and one adjunct faculty member per department from any of the following areas: math, English, reading, ESL, CTE, Noncredit; a content area faculty member, students, and learning support faculty. The inclusion of faculty who have not attended previous BSI workshops is especially encouraged. The current Academic Senate President will speak on
the importance of maintaining and enhancing student success in these challenging times, and participants will work with RP Group researchers to design their own classroom assessments and interventions. Eight breakouts will be offered on a variety of topics, including effective learning strategies for the classroom, integration of student support and instruction, CTE and contextualized instruction, and involvement of adjunct faculty in campus BSI efforts.

In addition, the Workshop Team is proposing the creation of an online resource list for the Senate to post on its BSI website. If approved, the team plans to contact approved Senate workshop presenters and ask them if they would agree to be included on this list. The list would be divided into appropriate categories (e.g., learning communities, classroom assessment techniques, etc.) and linked to effective practices. Presenters would be linked to specific categories, and each presenter would have a short description of his or her area of expertise and contact information. Colleges interested in presentations on a particular practice, program, etc., could contact a presenter in that category and arrange for a mutually agreed upon presentation, workshop or consultation. The numerous past Senate workshop presenters are a rich, untapped resource for colleges. Many colleges would like more information about a specific practice or program, and the resource list would enable them to contact people with demonstrated knowledge and experience, who could help them develop new teaching strategies or programs for students with basic skills needs. In addition, colleges that are located far away from regional workshop sites and have difficulty attending these workshops would have a way to create workshops on their own campuses.

The Academic Senate sponsored BSI Regional Workshops have been a tremendous resource to community college faculty and administrators since their inception. By focusing on college teams in the Spring and Fall 2009 Regional Workshops, the Senate is making these workshops even more effective by providing professional development to groups of faculty and administrators, who can then continue their collaboration on basic skills initiatives when they return to their home campuses.
Objective 3: Create new tools for a series of data coaching workshops designed to increase every college’s capacity to enhance student success outcomes in partnership with the RP Group and the ASCCC.

New tools for a series of data coaching workshops have been developed, with core and supplemental measures arising from an outcomes literature review and analysis as well as findings to effectively produce, use, and understand data and evidence on college campuses.

In partnership with our professional development grant, the Basic Skills Outcome Capacity (BSOC) project, funded by the William and Flora Hewlett Foundation, and headed by the RP Group has accomplished two major areas of work:

- A review and analysis of basic skills student outcomes measures in California and nationally. Based on this review, the project developed recommendations for a simple set of measures that can be used both system-wide and at the college level.
- An investigation of California community colleges’ capacities to use outcomes information for planning and improvement purposes. This evaluation provided the impetus for recommendations on strengthening the ability of colleges to engage in evidence-based decision making.

The BSOC team worked on these items from January 2009 through June 2009. In consultation and collaboration with ESL/BSI Professional Development Grant Project Director, and members of the ASCCC, the BSOC project leaders developed plans in July 2009 for the dissemination of their work in support of basic skills. Additionally, progress on the BSOC project has been regularly reported to the ESL/BSI Steering Committee.

RP & BSI in Fall 2009

At the completion of the BSOC project, the RP Group has much to share with the state. The BSI has provided the opportunity for the RP Group to disseminate the findings of both phases of the BSOC grant with key stakeholders throughout the state. This will be done in a variety of formats in Fall 2009, including:

- Creation of a series of tailored, short summaries of the findings of the BSOC work that will be made available to BSI Coordinators and further disseminated into the field
- Participation in the BSI Coordinator and the three Teaching and Learning workshops being conducted in conjunction with the Academic Senate.
- Conducting at least two webinars that will be conducted on the findings from BSOC and the notion of reformulating capacity to use and understand evidence.
- Presentations of the work at the Student Success Conference, CCLC, the CIO Fall meeting, and the Academic Senate Plenary meeting.
Availability for on-site technical assistance & data coaching visits. BSOC will at least partially fund these going forward in Spring 2010, but we will be available for these for BSI purposes in Fall 2009.

Objective 4: Build out a robust interactive virtual network to enhance professional learning and collaboration in partnership with the California Educational Technology Collaborative and with assistance from the ASCCC.

An interactive virtual network to enhance professional learning has been developed with one overall interactive site serving as a portal to four regional Network sites. The entry portal can be reached at: http://cccbsi.edulounge.net.

The key to building a sustained, interactive professional learning network among the faculty, administrators, staff, and students at the 110 community colleges in California has been building the technology knowledge base and expertise in each of these groups. Distances are great, budgets are shrinking, information is growing every day, and our ability to keep abreast of the changing times becomes a real challenge. During Spring 2009, interactive blogs were created for all four regions of the state—Sacramento/Central Valley, Bay Area, Los Angeles, and San Diego/Imperial Valley—with a central portal introducing the project and connecting it to the ESL/Basic Skills efforts over the past two years.

These sites, new to the BSI, have been created with the idea of sharing information synchronously and asynchronously on an ongoing basis, keeping the information relevant to the needs of the colleges. At regional trainings, the Leadership Institute, and various other workshops, these websites have been used to demonstrate how to collaborate and share information and how to build a searchable storage place that can be accessed when needed. Effective strategies, evaluation techniques, and other relevant information is uploaded regularly and shared with participants. Participants are also provided with training on the new technology introduced on the site. For example, the Bay Area site has a wide range of video blogs about building the network (http://baln.edulounge.net/visualising/). The Sacramento/Central Valley site has posted its inquiry project as an extended learning activity from the BSILI (http://scvn.edulounge.net/category/scvn-inquiry/). Network participants will continue to develop the ideas in this inquiry project and will present their findings as part of the Pre-Conference Institute at the Strengthening Student Success Conference in October. The Los Angeles area network contains a repository of all the power point presentations from the ASCCC workshop held for Southern California in March that focused on Learning Communities, First Year Experience Programs, and tutoring support programs (http://larn.edulounge.net/presentations/).

The San Diego/Imperial Valley network contains a voice thread demonstration for students to watch and practice the five front vowel sounds (http://sdivn.edulounge.net/successful-strategies/esl/).
The Links to the interactive sites are listed below:

**Central Portal**
http://cccbsi.edulounge.net/

**Sacramento/Central Valley Network**
http://scvn.edulounge.net/

**Bay Area Network**
http://baln.edulounge.net/about/

**Los Angeles Regional Network**
http://larn.edulounge.net/

**San Diego/Imperial Valley Network**
http://sdivn.edulounge.net/

These interactive sites include information and links specific to the following areas:
- Basic Skills Coordinators
- Budget Updates
- Recommended Reading
- Regional Networks
- Leadership Institute
- Videos/Presentations
- Regional Trainings
- Statewide Communication
- Leadership Institute
- Regional Meetings
- Upcoming Events
- Successful Practices
  - Counseling
  - ESL
  - Learning Communities
  - Math
  - Reading
  - Tutoring
  - Writing

**Technology Training**

In addition to the provision of an interactive electronic network, training for using this technology is also provided as a benefit of being part of the network. This technology training is integral to the success of the networks for two important reasons. First, linking the colleges throughout the state by creating a network of sharing and collaboration is the focus of the
network building aspect of the professional development grant. Another equally important function of the technology training serves to address a reality of living and working in one of the largest states in the country: the regions are quite spread out and many of the colleges are a significant distance from one another. Technology serves as the vehicle to bring the colleges together. With this goal in the forefront of our minds, the network coordinators are introduced to, trained on, and then practice with the new software and tools so that they may introduce them to the basic skills initiative coordinators in their region who are expected, in turn, to share that knowledge with the other faculty, administrators, staff, and students at their respective colleges.

An example of how such training can be used for institutional strategic planning occurred prior to the BSI Leadership Institute (BSILI) when a technology expert was brought to one of the planning meetings to review several free software programs (such as iRubric for assessment, Mindomo for mind mapping, and Logic Modeling for strategic planning) that would be highlighted at the institute. The network coordinators were then able to work with the BSILI participants to use the tools on a regional project; afterwards, further work was done with these tools to provide practice for the BSI leaders to use with their campus colleagues. One example of this technology in use is the rubric created for analyzing program effectiveness using iRubric, an example of which is in Appendix E. Incorporating new, innovative, and either inexpensive or free software can also be used to visually enhance classrooms. Many of today’s students are very adept at technology, some far more advanced than faculty. Hence, the professional learning opportunities with regard to technology are integral to increasing student success. As faculty are introduced to and become more comfortable with social networking sites such as Facebook and electronic portfolios, they begin to incorporate these technologies into their classroom teaching practices.

Another aspect of the collaborations with partners in California to better serve community colleges is the planned link between the Academic Senate BSI website and the newly developed, interactive web site that has already begun but will soon be expanded through the professional development grant. The map of the new expanded website and how it will link with the existing website can be found in Figure 9.
Objective 5: Establish a BSI Summer Leadership Institute, starting with the pilot June 14-20, 2009 at San Francisco State University.

A BSI Summer Leadership Institute was held, with 40 Basic Skills leaders in attendance. An extensive planning and design process, including the development of highly integrated curriculum, took place between January and early June, and a corresponding website and social networking groups were also created.

Mission Statement

The purpose of the Basic Skills Leadership Institute (BSILI) is to develop leaders among the faculty, administration, and support staff who will initiate and direct activities on their campuses that lead to greater success of students who are underprepared. These leaders will promote professional learning to advance research, curriculum development, and integration of student support services and instruction, and, as appropriate, effect institutional change.
Institute Learning Outcomes

As a result of attending the Basic Skills Leadership Institute, participants will work within their college and regional learning networks in order to

- Develop and implement initiatives that address the motivation and success of underprepared and underrepresented students.
- Recognize and address gaps, needs, opportunities, and strengths related to teaching and learning in a range of educational settings.
- Engage their campus community in professional learning inquiry.
- Design, implement, and evaluate effective learning environments for diverse groups based on relevant research.
- Become effective leaders in a wide variety of situations related to the improvement of student outcomes.

To achieve the above stated outcomes for the BSILI, a group of 31 BSI Coordinators/Deans from the four regional network pilot colleges, four network coordinators, three Institute Instructors, one evaluator, and one program assistant (total 40 individuals) gathered at San Francisco State University from June 14-20, 2009. Thirty of these individuals were in residence in the dormitories at SFSU while the others commuted from home or from local hotels. Sessions were held in university classrooms, computer labs, and auditoriums; meals were eaten in one of the university dining halls. Additional faculty, administrators, and other presenters joined the group for one or more sessions throughout the week.

The BSILI kicked off its activities with a welcome banquet followed by a panel of students from Cañada College who spoke to the Institute participants about their college learning and experiences, challenges, and resources, as well as giving advice to other students facing challenges. This set the tone for the Institute: How can we work together to promote activities that lead to greater success for students who are underprepared for college level work?

Activities for the BSILI were organized around a series of inquiry questions, shown below in Table 2.

---

**Inquiry Questions for the Basic Skills Initiative Leadership Institute, June 2009**

“I think we found out today that one of the ways of ensuring that professional development is an integral part of our work is to create good inquiry questions and carry out those discussions both in the network and on our local campuses.”

Los Angeles Regional Network Participant
<table>
<thead>
<tr>
<th>Date</th>
<th>Questions posed to</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, June 14</td>
<td>student panel members</td>
<td>Discuss your educational experience at community colleges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are some challenges you faced, and how did you overcome them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What were some resources that helped you get where you are today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What suggestions do you have regarding challenges other students face?</td>
</tr>
<tr>
<td>Monday, June 15</td>
<td>Leadership Institute participants</td>
<td>What is important to know about your institutional culture, policies, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practices, and how they impact programs for student success?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do we learn to ask the right questions?</td>
</tr>
<tr>
<td>Tuesday, June 16</td>
<td>Leadership Institute participants</td>
<td>How do we promote connections among multiple programs and support services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rather than create &quot;silos&quot;?</td>
</tr>
<tr>
<td>Wednesday, June 17</td>
<td>Leadership Institute participants</td>
<td>How can evaluation inform the development of culture of evidence on your</td>
</tr>
<tr>
<td></td>
<td></td>
<td>campus?</td>
</tr>
<tr>
<td>Thursday, June 18</td>
<td>Leadership Institute participants</td>
<td>How do we ensure that professional development is an integral part of our</td>
</tr>
<tr>
<td></td>
<td></td>
<td>work, including our own professional learning as leaders?</td>
</tr>
<tr>
<td>Friday, June 19</td>
<td></td>
<td>How can we work together to “do, document, share, and build” a professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning network within our regions?</td>
</tr>
<tr>
<td>Saturday, June 20</td>
<td>Leadership Institute participants</td>
<td>How will we work together post-institute to promote leadership and build</td>
</tr>
<tr>
<td></td>
<td></td>
<td>both inter- and intra-learning networks across our colleges?</td>
</tr>
</tbody>
</table>

**TABLE 2**

These inquiry questions were meant to stimulate thinking, to guide participants through the planned activities, and to build an awareness of the value of the research function in all aspects of our work. The focus for day one was asking the right questions. Working in regional groups,
participants used case studies to analyze situations and offer suggestions for improvements to one of two fictional colleges. Day two focused on breaking down silos on campus to create more effective programs. Still using the fictional case studies from day one and still working in regional groups, the participants were asked to design program webs to make connections for their fictional college.

Day three focused on creating a culture of evidence and introduced the participants to Logic Modeling, a process that allows participants to create shared outcomes and vision.

Day four was focused on professional development and creating a culture of inquiry by understanding the impact of conducting a faculty inquiry question on the overall learning process. Using methods demonstrated by presenters from the Faculty Inquiry Network, participants worked in their regional groups to create an inquiry question for their regional network that they could use as a practicum for extending the connections and collaborations begun in the BSILI. A total of six regional meetings have been held since the BSILI during which the regional network colleges refined their inquiry projects which all center on encouraging the campus at large to take ownership for professional learning. These inquiry projects will serve as the foundation of the BSI pre-conference Institute at the Strengthening Student Success Conference in October.

Days five and six focused on integrating technology into the design and development of the regional networks as the participants continue to work on their regional projects that will be showcased at the Strengthening Student Success statewide conference in San Francisco in October 2009. Closing activities included presenting each participant with a certificate of participation in the inaugural BSI Leadership Institute.

Through the activities of the BSI Leadership Institute, faculty and administrators from across California came together to share their expertise and to work together to address common concerns. This collaborative atmosphere among the Institute participants from a wide range of disciplines made it clear that together we can tackle the issues we all care about in order to design and deliver the effective programs that will help our students reach their academic goals. Participants were able to use new tools—both intellectual and technological—that will enable them to return to their campuses with ideas for creating the connections on their own campuses that will lead to more collaboration and community. This is the seed planted in the BSILI that can be nurtured in the regional networks and will grow as the networks expand over the next four years to include all 110 California Community Colleges.

Thus far, the tools we have been given are far more reaching than just "how do I run a program at my school or in my network. I feel like for the first time in my life, someone has pulled me aside and has fostered my desire to be a leader...and has given me ideas on how to be a better one in my life, not just at my school. So, to answer today's question, I
would say that to make professional development integral to teachers...we have to treat teachers as what they really are: professionals.” BSILI participant.

More details about the inaugural BSILI, including links to its syllabus and its handouts, can be accessed at http://bsili.edulounge.net/about

Building Outcomes and Activities

During the process of discussing and developing goals and activities for Objectives 1, 4 and 5 (network building, virtual network, and Leadership Institute), we participated in a strategic planning process called logic modeling. Logic modeling allows team members to create shared outcomes and vision by going through a collective process of discussion and consensus. Oftentimes when working on a project of magnitude, teams implement activities without first determining outcomes, which render as nonexistent the possibility of meaningful measurements. In order to avoid this common pitfall, we used logic modeling to create a living document, as shown in Figure 10, the CA Success Network (SN) Logic Model, that expresses our long-term outcomes, short-term outcomes, activities, and target audience. We now use the logic model as a framework for all our grant objectives because the logic model functions on an if-then basis. If we do this, then that occurs, etc. This process of if-then linkages ensures that all activities we create and implement are definitively linked to one or more short-term and long-term measurable outcomes.

As an example of how our logic model has been instrumental to our activities and to beginning the process of achieving short and long-term outcomes, a sub-group of our Steering Committee came together to work on one of the activities listed in the model under the creation of statewide infrastructures in support of basic skills. The task the group pursued was the creation of a tool that could be used to introduce and engage colleges in collaborative evaluation activities that generate knowledge about effective learning to transform practice. The creation of the tool, known now as the BSI Tune-Up Kit and included in Appendix C began during the March Steering Committee Meeting, with further iterations collaboratively developed along the way, and a final copy vetted during the Steering Committee’s June Meeting.

The BSI Tune-Up Kit has had immediate use in one of the regional networks as a means for its colleges to prepare their 2009-10 BSI Action and Expenditure Plans; additionally, the tool will be used during the ASCCC’s statewide BSI Coordinators two-day training on September 17 and 18. As evidenced by looking at the if-then linkages in the CA Success Network Logic Model (Figure 10), the BSI Tune-Up Kit has supported two kinds of activities, the creation of a statewide infrastructure and the creation of a regional level infrastructure, and has involved the coordination between several core organizations including the CCCCO, the ASCCC, and the Pilot Regional Networks. Additionally, the use of this tool during local and statewide trainings
supports the short-term outcomes of collaborative learning and evaluation in support of basic skills within and across networks in our 110 colleges—which in turn hopefully builds support for sustained, innovative, and engaging methodologies leading to increased student learning.

Thus, as our professional learning network grows and expands, so does the learning of our target audience. Faculty learn information that they take back to their classrooms and institutions, and as they pass this information on to others, student learning occurs, institutional leaning occurs, and soon systemic learning occurs as well. A gradual process of transformation occurs in a continually fluid state. And this process can be tracked and evaluated through the ongoing use and revision of the overall CA Success Network Logic Model.
In order to meet our grant objectives via the activities of our logic model, we used a variety of resources to meet our goals and outcomes. We used the Faculty Inquiry Network (FIN) during the Leadership Institute by asking basic skills coordinators and deans participating in the Institute to create inquiry questions for their regional networks. These inquiry questions allow regional networks to work together to solve challenges by seeking and analyzing research data in order to find answers to the inquiry question. An example of one inquiry question that was created during the Leadership Institute follows: How do we get faculty to take ownership (ongoing engagement in and implementation of) of their professional development in teaching underprepared students?

We also partnered with the Dale Tillery Institute for Community College Leadership, hosted by the University of California at Berkeley, which created the Tillery Institute in an effort to address matters of equity and access. At the August 2009 Institute, the focus was on basic skills and improving underprepared student success through data-driven decision-making and planning, and several participants from regional networks attended, including members of the Bay Area Network and the Los Angeles Network.

Other resources we have partnered with in order to achieve our goals and outcomes include the Center for Urban Education (CUE), housed at the University of Southern California, as well as the Career Ladders Project.

Recognizing the importance of evaluation, we ensure that all of our project outcomes and objectives are evaluated for their effectiveness through the use of an external evaluation team. Following is a report of our evaluation process for the overall project, its initial results for the pilot leadership institute, and its next steps.

**Initiative Evaluation**

The external evaluation team implemented a pre- post-test design to provide a summative measure of the effectiveness of the Initiative’s efforts. Key outcome of interest is the building of a network of Basic Skills coordinators to better implement basic skills programs on their campus. Network outcomes are expected to differ across the three populations of participants: Initiative Regional Coordinators, campus Basic Skills Coordinators, and campus Basic Skills faculty.

A pretest survey was designed and implemented just before the convening of the Initiative’s Leadership Institute. An email invitation was sent to the regional coordinators and they were to pass it on to their attendees/campus coordinators. This provided baseline data from participants on how they perceived their network and Basic Skills work at the campus and regional levels. We also asked them to describe their networks, including naming and describing people in their network.

To complete the pretest design, this survey will be administered to campus Basic Skills faculty at all the campuses in the network this fall. An adapted version of this survey will be administered to the entire network at the end of the spring semester next year. Data will be analyzed in the summer and a summative report provided late summer 2010.
Pretest Data Observations

More than half of the respondents (56%) currently teach at their college. Almost half (48%) have been working with Basic Skills students or programs for 10 or more years. In the last year, most (67%) spent 50% or more of their time on campus basic skills-related work and 60% spent less than 25% of their time on regional basic skills-related work. The complete breakdown of respondents is presented in Table 2.

<table>
<thead>
<tr>
<th>Work w/ Basic Skills</th>
<th>Count</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>6 months – 1 year</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>1 3 years</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>3 – 6 years</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>10 – 20 years</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>20+ years</td>
<td>4</td>
<td>12%</td>
</tr>
</tbody>
</table>

TABLE 2

When asked to describe the collaboration in their campus and regional basic skills networks, they described them differently. Campus networks were more collaborative than regional networks. They were most often described as “a central body of people as a communication hub with semi-formal, advisory links and somewhat defined roles, facilitative leaders, complex decision making and formal communications within the central group. The purpose is to match needs and provide coordination, limit duplication of services, and ensure tasks are done.”

Regional networks were more often described as “a non-hierarchical, loose/flexible link with loosely defined roles, low-key leadership, minimal decision making, and informal communication. The purpose is to dialog, create common understanding, a base of support, and a clearinghouse of information.”

We asked respondents to name 5 people in their campus and regional networks. Of the 97 people named in campus networks, 55% were full-time faculty, 13% were deans and 10% counselors. Of the 47 people named in regional networks, 64% were full-time faculty, 19% were other, and 6% were Deans or Presidents. The responses for who survey participants can identify in both their campus and regional networks is depicted in Table 3 below.
Leadership Institute Evaluation

A pre-post-test design was also used to answer two questions of the Leadership Institute (one summative and one formative): 1) Was the Institute successful at preparing the attendees to build their campus and regional networks and 2) How could the Institute be improved for follow-on years.

Two surveys were developed. A paper-based pre-test included three closed-end questions and two open-end questions. An internet-based post-test was more extensive with multiple questions regarding both the value of the elements of the institute and attendees perceptions of their readiness to grow their campus and regional networks. Both surveys were developed with the assistance of Institute organizers. The Assistant Evaluator attended the Institute and provided the organizers with evaluation support as needed.

The full report is available upon request, but general observations are that the Institute was a success. All the week’s topics (rubrics, case study, program webs, logic models, inquiry, and new technologies) were rated as useful and relevant for advancing their campus and regional networks. They were also committed and likely to use each.

<table>
<thead>
<tr>
<th>Campus Network</th>
<th>Count</th>
<th>Percent %</th>
<th>Regional Network</th>
<th>Count</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, Full-time</td>
<td>53</td>
<td>55%</td>
<td>Faculty, Full-Time</td>
<td>30</td>
<td>64%</td>
</tr>
<tr>
<td>Dean</td>
<td>13</td>
<td>13%</td>
<td>Other</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Counselor</td>
<td>10</td>
<td>10%</td>
<td>Dean</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>9%</td>
<td>President</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Executive VP</td>
<td>8</td>
<td>8%</td>
<td>Executive VP</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>President</td>
<td>3</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean</td>
<td>1</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3**
Glowing comments extolled the Institute’s value and attendees left the Institute significantly more prepared to advance both their campus ($t=4.049$, $df=23$, $p<.001$; $CI=.57–1.76$) and regional ($t=9.39$, $df=21$, $p<.001$; $CI=1.82–2.86$) basic skills networks as a result of the Institute. Table 4 below illustrates the significant increase in preparedness to both advance their campus and regional basic skills networks the attendees experienced as a result of completing the inaugural BSILI.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared-campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Institute</td>
<td>31</td>
<td>4.50</td>
<td>4.0</td>
<td>4</td>
<td>.97</td>
</tr>
<tr>
<td>Post-Institute</td>
<td>29</td>
<td>5.76</td>
<td>6.0</td>
<td>7</td>
<td>1.27</td>
</tr>
<tr>
<td>Prepared-region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Institute</td>
<td>30</td>
<td>3.28</td>
<td>3.5</td>
<td>4</td>
<td>1.32</td>
</tr>
<tr>
<td>Post-Institute</td>
<td>28</td>
<td>5.75</td>
<td>5.5</td>
<td>7</td>
<td>1.14</td>
</tr>
</tbody>
</table>

Table 4

Attendees also provided valuable improvement advice for follow-on Initiative efforts. Data will be used to improve on future Institutes and also to inform the efforts in the regions throughout the year.
Conclusion

This report has summarized a range of activities taking place in support of the five objectives specified in the 2009 ESL/Basic Skills Professional Development Grant awarded to the Los Angeles Community College District. In the case of each objective, significant progress has been achieved. Further, an overall vision of systemic, institutional, faculty, and student transformation has been articulated through the connections reported between the grant’s objectives and the development of the CA Success Network Logic Model. Finally, a summary of the external evaluation process and progress for the pilot network and institute pieces of the project has been included in order to establish the means by which we seek to measure the impact of ongoing, scalable, and sustained professional development on teaching and learning in California’s community colleges.
Contributors and Participants

The following individuals, organizations, and institutions have contributed toward and/or participate in the advancement of the 2009 ESL/BSI Professional Development Grant.

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Bradley Vaden, Los Angeles Trade Technical College, Technology Support
Micah Orloff, Mt. San Jacinto College, @One, Technology Infrastructure Support

Community Colleges

Chabot College
Chaffey College
College of Marin
Mt. San Antonio College
Mt. San Jacinto College
College of the Siskiyous

Colleges in the Sacramento/Central Valley Regional Network Pilot

Butte College
American River College
Sacramento City College
Cosumnes River College
Merced College
Fresno City College
Reedley College
North Centers of the State Center Community College District

Colleges in the Bay Area Regional Network Pilot

ESL-BS PDG LEGISLATIVE REPORT
SEPTEMBER, 2009
Cañada College
Los Medanos College
City College of San Francisco
Foothill College
Mission College

**Colleges in the Los Angeles Regional Network Pilot**

College of the Canyons
LA City College
East LA College
LA Harbor College
LA Mission College
Pasadena City College
Pierce College
LA Southwest College
LA Trade Technical College
LA Valley College
West LA College

**Colleges in the San Diego/Imperial Valley Regional Network Pilot**

MiraCosta College
Palomar College
San Diego Miramar College
San Diego Mesa College
Grossmont College
Cuyamaca College
San Diego Continuing Education Center
San Diego City College
Southwestern College
Imperial Valley College
Mt. San Jacinto College

**Organizations and Institutions**

@One
California Virtual Campus
Center for Urban Education at USC
Career Ladders Project
Digital Bridge Academy
Faculty Inquiry Network
FACCTS Faculty Collaborations for Course Transformations
The Research and Planning Group
San Francisco State University  
Carnegie Foundation for the Advancement of Teaching  
James Irvine Foundation  
William and Flora Hewlett Foundation  
Evelyn and Walter Haas, Jr. Fund

Collaborations

California Community Colleges Chancellor’s Office  
Academic Senate for California Community Colleges  
Chief Instructional Officers of California Community Colleges  
Chief Student Services Officers of California Community Colleges  
Chief Executive Officers of California Community Colleges

For any questions you may have or to request further information about any of the contents of this report, please contact the Project Director as listed below:

Deborah L. Harrington  
Project Director, 2009 ESL/Basic Skills Professional Development Grant  
Dean, Institutional Effectiveness/Student Success  
Los Angeles Community College District  
770 Wilshire Blvd.  
Los Angeles, CA  90017  
213-891-2115  
dharrington@email.laccd.edu
Appendix A
Invitation to join network

“TOGETHER, WE CAN”

An Invitation to Pilot the BSI Success Network

You are invited to be part of an exciting professional learning community dedicated to increasing student success. If you choose to participate, your college will connect with other colleges in your area and across California to build a highly coordinated, collaborative network that will expand to include all 110 community colleges over the next five years.

Colleges engaged in this transformational pilot, focused around data and inquiry, will receive the following opportunities:

- Benefits Colleges will Receive
  - Funds for professional learning through the Network above and beyond BSI funds
  - Sustained, ongoing support from a designated regional network coordinator
  - Participation in a summer leadership institute designed to support successful implementation of your BSI action plans
  - Participation in a post-Leadership Institute project geared specifically toward the needs of your campus and basic skills program
  - Campus visits from the Leadership Institute Mentors who will answer questions, provide support, and help with your post-Institute project
  - Participation in regional workshops where you’ll get to discuss ideas, problems, solutions, and where you’ll get to build camaraderie and community with colleagues from regional colleges
  - Participation in not only your own regional networks but in the larger network as well—where you can gain ideas, get insights, and work together to seek answers to thorny questions
• An opportunity to showcase successful programs/projects on your campus as well as field trips to other community colleges with model programs and practices

• A robust and interactive virtual network to enhance professional learning and collaboration

• Partnerships with state-wide initiatives, such as the Faculty Inquiry Network, Center for Student Success, and Career Ladders

• Regional workshops put on by the ASCCC where faculty and administrators can gain additional information and insight

• Data coaches to help with assessment and evaluation of your projects and who will also help guide you in making evidence-based decisions

• A time to shine—an opportunity to showcase your college, including your post-Leadership Institute project, at the Strengthening Student Success Conference in October 2009 in San Francisco

Background of the BSII

The California Community Colleges (CCC) is the largest system of higher education in the world, serving more than 2.4 million students. Of that number, 70 to 80% are underprepared for college-level work. This translates into nearly 2 million students in need of educational support. Helping underprepared students attain the essential academic skills needed to succeed in college-level work has been a core function of community colleges throughout their history.

Unfortunately few of the nearly 100,000 faculty, administrators, and staff of the California community colleges have received any type of preparation or training to address the needs of basic skills students at the classroom, program, or institutional levels.

In 2006, an unprecedented collaboration began among the Academic Senate for California Community Colleges, California Community Colleges Chief Instructional Officers, California Community Colleges Chief Student Services Officers, and California Community Colleges Chancellor’s Office to seek solutions to the mounting failure of many community college students. Thus the Basic Skills Initiative (BSI) was born.
BSI Accomplishments Thus Far

- 2007
  - Basic Skills as a Foundation for Success in California Community Colleges (the "Poppy Copy")
  - Professional development for over 1600 faculty, administrators, and staff

- 2008
  - Regional workshops showcasing effective practices, exemplary programs, and strategies
  - Summer Teaching Institute: 4 days, 500 participants, 80% part-timers, teams from colleges
  - Database: Staff Development and Student Success Programs: http://bsi.ccoco.edu
  - Three additional literature reviews forthcoming
    - High school transition to post-secondary education
    - Adult education transition to college
    - Diversity
  - Update of mathematics competency statements for entering freshmen – a collaborative effort of the Intersegmental Committee of the Academic Senates (ICAS)

BSI Now and in the Future

The next stage of the Basic Skills Initiative is to pilot a self-sustaining, statewide, professional community of practice – the Success Network – to promote overall increased student success. This Network will allow faculty, staff, and administrators to share and build upon existing knowledge while at the same time creating opportunities for transformation. Foundational to this network are evidence-based knowledge building, inquiry, capacity building, direct training, and resource development.

Why the BSI Success Network now?

For the past few decades, community colleges have largely been working in isolation to support students with basic skills needs. Even on individual campuses, it is frequently difficult for many to collaborate across disciplines and programs in an effort to increase student success. To help end this isolation, OCC BSI 2009 is designed to bridge these gaps by establishing a self-sustaining, highly coordinated network of support. The Success Network will build a community of professional learners who can address the many shared questions and problems associated with basic skills instruction.
To develop the pilot phase of the BSI Success Network, coordinators have been assigned to four specific locations (Bay Area, Los Angeles, Sacramento/Central Valley, and San Diego). These coordinators will facilitate efforts in the local region, while at the same time providing connections with the greater statewide network. Through both face-to-face meetings and virtual links, participating colleges will become part of a community of professional inquiry that will provide the following:

- The Success Network, a permanent professional learning community among the 119 California community colleges and the CCC Center for the Scholarship of Teaching and Learning
- The BSI Leadership Institute, designed to establish and advance networks on your campus and across California
- Collaborative workshops integrating pre-2009 BSI activities with the network
- A virtual network in partnership with California Educational Technology Collaborative & ASCCC

The Success Coordinator assigned to your region will be following up this invitation by meeting with you to set up a plan, based on your college’s needs, to initialize a collaborative learning network across your campus in the coming weeks and to register your representative to the 2009 Leadership Institute.
INAUGURAL BSI PROFESSIONAL LEARNING NETWORKS

- Bay Area
- Los Angeles
- Sacramento/Central Valley
- San Diego
Project Director

Deborah L. Harrington, 2009 CCC BSI Project Director, is the Dean for Institutional Effectiveness and Student Success at the Los Angeles Community College District. Serving as ex officio chair of the LACCD Student Success Initiative Steering Committee, the Student Learning Outcomes Advisory Council, the Professional Development SSI Taskforce, and the Transfer Advisory Council, Deborah brings together faculty and administrative staff to initiate the design and implementation of programs that effectively support student equity, access, persistence, and success across the nine colleges. Deborah additionally is the District Liaison for the California Basic Skills Initiative as well as the LACCD representative for the $20 California Educational Technology Collaborative and the California Community Colleges Open Education Resources Steering Committee. Deborah has taught English in California community colleges since 1985 and has also served as Puente Coordinator at Riverside Community College as well as Writing Center Director, STARS PSSSE Director, and Professional Development Director at Los Angeles Valley College. Additionally, she has been a Dean of Humanities and Social Science and a Dean of Instructional Resources and Extended Services in the San Bernardino and Antelope Valley College Districts. Deborah received her BA in English from the University of California, Los Angeles and her MA in English from California State University, Northridge.
Sacramento/Central Valley Network Coordinator

Nancy Cook is the coordinator of the Learning Center and the Academic Foundations Program at Sierra College in Rocklin. At the college, Cook played a major role in creating the Academic Foundations Program, a developmental education program that includes courses, support services, and special programs and projects to help increase the success rate of basic skills students. To further enhance student success, she also led efforts to implement a series of Student Success Workshops and facilitated the combination of several services into one user-friendly, centralized Learning Center. Also under Nancy’s leadership, Sierra College won the Dale Tillery Award for Educational Leadership for the Academic Foundation Program’s Equity Plan, which co-mingled developmental and underrepresented student needs to enhance the success of both. Nancy has worked with the state Basic Skills Initiative, serving in 2007 as a presenter at Regional Meetings and then in 2008 as a Project Coordinator. She received her BA in English from Sterling College and her MA in English from Fort Hays State University, both in Kansas.

Bay Area Network Coordinator

Annissa Rana has collaborated with colleagues at Cañada College to achieve student success in her roles as professor of ESL/English, ESL Department Coordinator, and a Project Coordinator for the Basic Skills Initiative (2008). Her research includes the impact of Supplemental Instruction on community college ESL students. Dr. Rana has consulted with the Higher Education Commission of Pakistan to incorporate Computer Assisted Language Learning (CALL) in Higher Education in Pakistan (2006-2007). Her doctoral studies at the University of San Francisco focused on the impact of technology on women in Higher Education in Pakistan.
Los Angeles Area Network Coordinator

Daryl Kinney is an Associate Professor of ESL at Los Angeles City College (LACC). A faculty member since 1996, Dr. Kinney has been the coordinator of the Student Learning Outcomes (SLO) program at LACC since 2004. She was a trainer for the Basic Skills Initiative during Phase II and participated in several workshops assisting colleges with completing the Basic Skills Self-Assessment tool. She serves on several committees in the Los Angeles Community College District working to increase student success at all nine colleges in the district. Daryl received her Ph.D. in Education from the University of Southern California.

San Diego Network Coordinator

Lisa Brewster is a Professor of Communication at San Diego Miramar College. A faculty member since 1999, she has served many roles on campus including serving as the Title III Activity Director, the SLOAC Coordinator and the Basic Skills Coordinator. She has worked on many projects on her campus relating to student learning and student success. During her tenure at Miramar, she also presented at multiple state and national conferences on topics relating to Student Learning and Assessing Student Learning. She received her Ph.D in Education from Capella University.
Leadership Institute Mentor

Brook Klein is an associate professor of ESL and director of Pasadena City College’s Teaching and Learning Center (TLC). Dr. Klein has managed and evaluated a variety of learning community and career pathway programs and has facilitated faculty inquiry groups for basic skills faculty and administrators. He has also co-written numerous successful grant proposals, including a US Department of Education Title V grant, a National Science Foundation grant; the Hewlett/Carnegie Foundation grant, “Strengthening Pre-Collegiate Education in Community Colleges” (SPCEC), and the Irvine Foundation grant, “Student Support Partnership Integrating Resources and Education” (SSPIRE). Dr. Klein received his Master’s in Teaching English as a Second Language from the University of Southern California and his Doctorate in Education from the University of California at Los Angeles. He has presented extensively on basic skills program management, evaluation, and professional development. More information about Pasadena City College’s Teaching and Learning Center can be found at www.pasadena.edu/tk.

Leadership Institute Mentor

S. Erin Denney is an instructor and the Basic Skills Coordinator for the English Department at City College of San Francisco, where she has taught since 1997. At CCSF, Dr. Denney has focused her attention on the needs of basic skills students, and helped to transform her department by fostering faculty inquiry at the basic skills level, implementing research-based effective pedagogy, working to combine student services with instruction, and pushing for targeted hiring for basic skills faculty. Through separate grants from the Ford and Carnegie Foundations, Dr. Denney has worked to create intensive combine reading and writing classes for the lowest level of composition students at CCSF. Dr. Denney received her B.A. in English from the University of California at Berkeley and her M.A. and Ph.D. in English from the University of Wisconsin at Madison. She attended the Kellogg Institute for Developmental Educators in 2005.
Leadership Institute Mentor

Nancy Ybarra has been an instructor of basic skills English at Los Medanos College for 27 years. She teaches integrated reading and writing courses at the precollege level. She has been a leader in the design, implementation and coordination of the IMC Developmental Education program for the last 10 years, and co-ordinator of the college wide assessment program, the Teaching and Learning Project. She has also served as professional development coordinator, Title III Activity Director, and co-ordinator of the SPECC grant, a project that focused on faculty inquiry in teaching communities. Nancy has a Master’s degree in education from St. Mary’s College and a certificate in the teaching of reading at the postsecondary level from San Francisco State.
Appendix B
Leadership Institute Brochure

Student Success
2009 BSI Leadership Institute
June 14-20

In an intensive one-week pilot workshop, you will work with colleagues and leaders throughout the state to think deeply into answering two fundamental questions:

- How can I help my college establish, advance, and sustain a network that supports the success of our students, especially those who are underprepared for learning in college courses?
- How can we work together to create such networks among community colleges in California to support student success throughout our state?

Basic Skills Initiative

A Convening at San Francisco State University
Who should attend?
- Basic Skills Coordinators
- Faculty leaders of local basic skills efforts

Come to develop your understanding of:
- Faculty inquiry
- Networking
- Communities of Practice
- Professional learning
- Institutional transformation
- Evaluation

Leave with:
- A plan to design a successful network on your campus or improve one you already have in place
- Models of successful practice
- Access to expertise that you need to help your students succeed
- Connections to colleagues who share your passion and your interests!

http://cecel.seduloungo.net/2009-bci-summer-institute/
# Registration

REGISTER AT
RSVP by April 15, 2009

If you have further questions, contact Deborah Harrington
2009 BSI Project Director
Email preferred: dharrington@email.laced.edu
Phone: 213-891-2115

Dates: June 14-20
Location: San Francisco State University
Room and Board Included!
Nominal $300 Tuition Fee Only

<table>
<thead>
<tr>
<th>Campus</th>
<th>Name</th>
<th>Title</th>
<th>Address</th>
<th>Telephone and email</th>
</tr>
</thead>
</table>

**NETWORK**
- [ ] Day Area
- [ ] Sacramento/Central Valley
- [ ] Los Angeles
- [ ] San Diego

BSI
This inaugural Leadership Institute provides the opportunity to plot a unique professional inquiry and learning experience. As a result, registration and room and board costs are largely subsidized by the 2009 BSI grant. Subsequent participants may notice an increase in institute fees.
In 2009 building on its previous success, the BSI now plans to integrate what has already been accomplished with a new pilot, growing into a self-sustaining statewide, professional learning Network intended to promote overall increased student success. The participants in the summer convening will help lead this effort, allowing faculty, staff, and administrators to share and build upon existing knowledge while at the same time creating opportunities for transformation. Foundational to this Network are evidence-based knowledge building, inquiry, capacity building, direct training, and resource development.
Appendix C
Basic Skills Initiative “Tune-up Kit”

Draft for Discussion

June 8, 2009

Instructions to College Basic Skills Initiative Coordinators

The purpose of this “Tune-up Kit” is to help colleges evaluate the depth and quality of stakeholder engagement in on-going Basic Skills Initiative activities. It consists of three parts:

1. An informal questionnaire that asks your campus to reach a consensus on responses to a series of statements about stakeholder engagement in and expected outcomes of the BSI Action Planning process as implemented at your institution;

2. A rubric that will help you assess the quality and depth of your campus’s involvement in the BSI; and

3. A planning grid that offers you the chance to outline activities aimed at improving your overall institutional response to the BSI.

As outlined in the “PoppyCopy,” the BSI is meant to engage large numbers of faculty, administrators, and staff in an on-going project of institutional transformation that will lead to improvement in the learning outcomes of basic skills students. For this reason, you should work directly with your current BSI- and student success-related committee or committees as you respond to the statements contained in the questionnaire. (Of course, additional faculty and staff may be included in the “Tune-up” process as deemed appropriate.) Your BSI Network Coordinator will support you by working through the three parts of the Tune-up Kit with these groups.

The results of this “Tune-up” are meant to be shared broadly at your college and will be used by BSI Network coordinators to plan future workshops and support efforts. They are also meant to leave each participating college with a strategy for improving the depth and quality of its BSI Action Plan implementation efforts.

Please discuss, reach consensus on, and respond to the following statements:

<table>
<thead>
<tr>
<th>Participation in BSI Planning and Assessment Efforts</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
Your college has one or more standing committees devoted to ongoing assessment and improvement of basic skills instructional programs and support services and to monitoring BSI Action Plan implementation.

A broad cross-section of administrators, faculty and staff originally participated in the BSI “Self Assessment” effort and in the production of your BSI Action and Expenditure Plans at your college.

Senior level administrators (CEOs and VPs) actively and regularly participate in BSI-related planning and assessment efforts.

Faculty from **traditional basic skills disciplines** actively and regularly participate in BSI-related planning and assessment efforts.

Faculty from **general education disciplines** actively and regularly participate in BSI-related planning and assessment efforts.

Faculty from **career/technical disciplines** actively and regularly participate in BSI-related planning and assessment efforts.

Support staff actively and regularly participate in BSI-related planning and assessment efforts.

Students actively and regularly participate in BSI-related planning and assessment efforts.

<table>
<thead>
<tr>
<th>The BSI Planning Process</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your BSI Action Plans are reviewed and updated at least annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of your BSI Action Plans assessments are formally presented to your Board at least annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At this stage, your BSI Action Plans might best be described as offering a unified vision and coherent program for future institutional improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At this stage, your BSI Action Plans might best be described as offering a list of independent projects that may or may not result in permanent institutional change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocation of BSI funding at your college is driven by BSI Action Plan priorities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus Awareness of BSI</th>
<th>More than 50%</th>
<th>25-50%</th>
<th>10-25%</th>
<th>Less than 10%</th>
</tr>
</thead>
</table>

*ESL-Bs PDG Legislative Report*  
*September, 2009*
Please estimate the percentage of **all fulltime faculty** at your college who are aware of the structure, aims, and expectations of the BSI.

Please estimate the percentage of **all fulltime faculty** at your college who are aware of the specific goals and objectives in your BSI Action Plans.

Please estimate the percentage of **all adjunct faculty** at your college who are aware of the structure, aims, and expectations of the BSI.

Please estimate the percentage of **all adjunct faculty** at your college who are aware of the specific goals and objectives in your BSI Action Plans.

<table>
<thead>
<tr>
<th>Participation in BSI-sponsored Workshops</th>
<th>Please circle the appropriate answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please estimate the percentage of <strong>all fulltime faculty</strong> at your college have participated in BSI-sponsored workshops since 2007.</td>
<td>More than 50%</td>
</tr>
<tr>
<td>Please estimate the percentage of <strong>all adjunct faculty</strong> at your college have participated in BSI-sponsored workshops since 2007.</td>
<td>More than 50%</td>
</tr>
<tr>
<td>Your college has offered a number of independent (non-state sponsored) BSI-related professional development activities since 2007.</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BSI Impact</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A number courses (more than 2) have been modified (curriculum change, modularization, etc.) as the direct result of BSI-related activities since 2007.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The college has implemented special cohort-based and/or intensive, alternative-schedule educational programs (“First-Year Experience,” “Bridge to College,” “Math Jam,” etc.) as the direct result of BSI-related activities since 2007.</td>
<td></td>
<td></td>
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<tr>
<td>The daily education of a significant number of basic skills students (more than 25%) at your college has been directly impacted by BSI-related activities.</td>
<td></td>
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</tr>
<tr>
<td>Most faculty and staff expect the BSI to have a major impact on campus culture and the learning outcomes of basic skills students over the next three years.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Please estimate the percentage of **all faculty** at your college who are likely to have adopted new teaching techniques or modified their pedagogical approaches as the result of BSI-related workshops since 2007.

<table>
<thead>
<tr>
<th></th>
<th>More than 50%</th>
<th>25-50%</th>
<th>10-25%</th>
<th>Less than 10%</th>
</tr>
</thead>
</table>

**Now review the Tune-up Kit Rubric on the next page and discuss where you would rate your college in terms of the four categories of BSI engagement.**

**Follow-up Questions**

**What can your college do to engage more faculty, administrators, students and staff in the BSI?**

**What can the BSI Network and your network coordinator do to support these efforts?**

**Which of the 26 “Effective Practices” outlined in the Poppycopy” would you like more information about?**
Appendix D

Basic Skills Initiative 2009

Rubric for Evaluating College Engagement in the BSI

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in College Outreach Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ A limited number of faculty and staff were engaged in the initial basic skills self assessment process and the creation of the college’s BSI Action Plans.</td>
</tr>
<tr>
<td></td>
<td>▪ Generally few faculty and staff are familiar with the Poppycopy and details of the college’s Action Plans.</td>
</tr>
<tr>
<td></td>
<td>▪ The college has no standing committee that meets on a regular basis to oversee Action Plan implementation and to assess college BSI efforts.</td>
</tr>
<tr>
<td></td>
<td>▪ The college has no full-time coordinator dedicated to basic skills instruction.</td>
</tr>
<tr>
<td></td>
<td>▪ Limited numbers of faculty have participated in BSI regional workshops and BSI conference breakouts.</td>
</tr>
<tr>
<td></td>
<td>▪ The college does not formally and regularly assess and report on the implementation of its Action Plans and the effectiveness of its overall BSI effort.</td>
</tr>
</tbody>
</table>

<p>| Level 2 Active Engagement | The college has at least one standing committee that oversees the BSI with faculty from CTE, General Education, traditional basic skills disciplines and student support staff actively involved. |
|                          | The college reviews BSI data and revises BSI Action Plans annually. |
|                          | The BSI and details of the college’s Action Plans are familiar to faculty and staff outside the immediate college leadership structure. |
|                          | The college is piloting special intensive, contextualized, and/or cohort-based educational programs to improve basic skills outcomes for limited numbers of students. |
|                          | The college regularly offers professional development activities on BSI-related topics. |
|                          | The college reports on the effectiveness of its BSI efforts to the Board of Trustees. |</p>
<table>
<thead>
<tr>
<th>Level 3</th>
<th>Initial Cultural Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ A large number of faculty and support staff have been actively and regularly involved in some aspect of the BSI.</td>
<td></td>
</tr>
<tr>
<td>▪ Responsibility for supporting basic skills development is recognized by all employees as a college-wide responsibility.</td>
<td></td>
</tr>
<tr>
<td>▪ The college has developed a coherent vision and integrated action plan for the improvement of learning outcomes and has aligned BSI allocations with its implementation strategies</td>
<td></td>
</tr>
<tr>
<td>▪ The college has appointed a fulltime basic skills faculty coordinator or administrator.</td>
<td></td>
</tr>
<tr>
<td>▪ Data on assessment levels, student success rates in basic skills, and student equity outcomes are shared widely and analyzed regularly.</td>
<td></td>
</tr>
<tr>
<td>▪ The college is expanding special intensive, contextualized, and/or cohort-based educational programs to serve larger numbers of students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Continuous Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The college has made significant, durable changes in curriculum, programs, or institutional structures in response to BSI assessment.</td>
<td></td>
</tr>
<tr>
<td>▪ Support for the basic skills students has been integrated in all aspects of the college.</td>
<td></td>
</tr>
<tr>
<td>▪ All basic skills students receive special support as the result of BSI efforts.</td>
<td></td>
</tr>
<tr>
<td>▪ Basic skills planning has been thoroughly integrated into program review, college educational master planning and strategic planning and reporting.</td>
<td></td>
</tr>
<tr>
<td>▪ The college’s basic skills student success outcomes are responding positively and consistently to college efforts.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix E

### Rubric: Student Success Program Analysis

**Elements required for successful and ethical implementation**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Awesome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Improvement</td>
<td>1 pts</td>
<td></td>
</tr>
<tr>
<td>No program evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data.</td>
<td>2 pts</td>
<td>3 pts</td>
</tr>
<tr>
<td>Developing Program evaluation plan includes only qualitative data or data that is limited in scope or time period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awesome Research plan yields robust, qualitative and quantitative data done on a regular basis longitudinally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scalability</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Awesome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access vs. expansion; Return on investment</td>
<td>Program has limited ability to expand to serve more students than its initial pilot population.</td>
<td>Program has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it.</td>
<td>Program has the ability to serve all of the students who need and/or want it.</td>
</tr>
<tr>
<td>Awesome Program has the ability to serve all of the students who need and/or want it.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Awesome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared governance process; Ownership from constituent groups; Burn-out</td>
<td>Program is dependent on categorical or special funds.</td>
<td>Pilot program is partially funded through categorical or special funds, but also has some financial support from the general fund.</td>
<td>Program has institutional support and financial backing through the general fund.</td>
</tr>
<tr>
<td>Awesome Program has institutional support and financial backing through the general fund.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connectivity</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Awesome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enriching the campus culture; Curricular links; Student Services; Part-time faculty; Faculty-student/faculty/admin/student/counselor-student/full-time-part-time/student services/academics-CTE</td>
<td>Program operates in isolation from the greater campus community.</td>
<td>Program is beginning to develop connections among academic, CTE, and student support services, including faculty, students, counselors, administrators, full-time and part-time employees.</td>
<td>Program connects academic, CTE, and student support services; is characterized by cross-disciplinary collaboration; campus community can identify and engages in the program.</td>
</tr>
<tr>
<td>Awesome Program connects academic, CTE, and student support services; is characterized by cross-disciplinary collaboration; campus community can identify and engages in the program.</td>
<td></td>
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</tr>
</tbody>
</table>

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<tr>
<th>Professional Learning</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Awesome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring and ethics: Faculty, counselors (full-time, part-time) Staff, Students; Administrators</td>
<td>Professional learning opportunities are limited in scope.</td>
<td>Professional learning opportunities are provided for targeted constituencies.</td>
<td>Professional learning is integral to the program's success.</td>
</tr>
<tr>
<td>Awesome Professional learning is integral to the program's success.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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