

Basic Skills Action Plan Cover Page

SECTION	PLANNED ACTION	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
I Organizational /Administrative Practices	Review Institutional support for the value of diversity and a commitment to a multicultural, underserved population	Institutional priorities are evaluated annually through a campus-wide program review and planning process.	December 2008	Executive Dean of Student Services
II Program Components	Provide collaborative support for integration of faculty and student services for developmental students	Tracking system is improved to enforce prerequisites for developmental students.	March 2009	Chair of Counseling and Matriculation, Student Development Department, Executive Dean of Student Services
III Faculty, Curriculum	Participate in events to define pedagogical techniques most effective for increasing learning success for underserved students	Improving outreach and communication with area high schools defines student learning outcomes and concurrent standard measures.	June 2009	Dean of Student Development Department

IV Instructional Success	Redesign student learning outcomes to reflect effective selection, evaluation, implementation of pedagogy and active learning techniques	Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	September 2009	Dean of Student Development Department
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<b>EVALUATION OF BASIC SKILLS PROGRAM COMPONENTS</b>	
<b>Evaluation Team Members &amp; Job Titles</b>	Virginia Moran, Executive Dean, Institutional Effectiveness Patricia Bejarano-Vera, Title V Director Patricia L. Golder, Faculty, English Laird Eklund, Faculty, ESL Patricia Wagner, Faculty, English Joe Pendleton, Faculty, English/Basic Skills Jeff Redona, Faculty, Math/Basic Skills Patrick Malone, Faculty, Math Eartha Johnson, Counselor, SSPIRE Coordinator Diane Wollan, Chair, Counseling Department

<b>Effective Practice A.1:</b> Developmental education is a clearly stated institutional priority.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
A.1.1	Clear references exist that developmental education is an	Administrative procedure 1202 ( <i>Implementing</i> )	The referenced AP is an internal document only recently adopted and	To date, State-mandated accountability	Adoption of this institutional priority is recent, making the identification of barriers <i>per se</i>	The process for conducting this BSI self-assessment can be used to educate and disseminate a

	<p>institutional priority; references are public prominent, and clear.</p>	<p><i>Institutional Effectiveness</i>) as of 10/04/2007 states, "Improve the basic skills of students, defined to include all the fundamental tools for learning—pre-collegiate through transfer." Victor Valley College's vision and mission statements make clear reference to the value of diversity and a commitment to serving a multicultural population</p> <p>VVC's Title V program has played a prominent role in boosting the ESL program.</p> <p>MIS maintains data on local demographics as well as enrollments, persistence, and success of ESL students. This</p>	<p>published for internal purposes. The general public is not barred from seeing it, but its intent is to provide guidance for our business processes and not to communicate to the public our institutional priorities.</p> <p>VVC's mission statement is printed on all staff business cards as well as on the college's website.</p> <p>Title V funding has made it possible for VVC to have an ESL open lab as well as two instructional assistants (IAs). It has paid for a variety of software programs being used by ESL students. In addition to the lab, the ESL Dept. has a smart classroom, funded by Verizon, Inc., and offices for full-time ESL faculty located in the new ATC (Advanced Technology Center).</p> <p>Title V offices, including those of the Title V director and academic counselor, are located in the Counseling/Administration Building and are easily accessible to students and staff.</p>	<p>indicators' point to opportunities for us to improve: *See charts below</p> <p>VVC's vision and mission statements are being fulfilled as a number of programs, including ESL, are now housed in the new ATC (Advanced Technology Center). This gives ESL a more visible and legitimate setting in the college.</p> <p>ESL students have ready access to a variety of software programs, many of which have become an integral part of students' coursework.</p> <p>The ESL Department is able to use data and information from program review to develop practical objectives and plans for its future growth and development.</p>	<p>inappropriate. One potential challenge that comes to mind is normative social attitudes—that is, the act of publicly declaring basic skills as an institutional priority is tantamount to saying "we will teach students." The message is banal because teaching is fundamental to what educational institutions do; similarly, a focus on basic skills is so core to our basic mission that it is not viewed as a way to "sell" a vision and motivate people.</p> <p>There is a lack of uniform understanding among the college's staff regarding the role and implementation of the vision and mission statements.</p> <p>Training of ESL faculty in the effective selection, implementation, and evaluation of software has been inadequate.</p> <p>In addition, there are not enough Instructional Technology (IT) staff available to do installation and maintenance of computer software and hardware.</p> <p>ESL curriculum needs to be</p>	<p>message internally of the importance of our basic skills program(s). Several messages could be emphasized:</p> <ul style="list-style-type: none"> <li>▪ "Basic skills" is referred to across the State as "Developmental Education," a term which minimizes any potential stigma and capitalizes on the significant knowledge base which exists regarding effective practices.<sup>2</sup></li> <li>▪ The additional State funding the College has received is intended to support our efforts to evaluate and improve our approach to developmental education. It includes a model for determining cost-effectiveness—an important consideration as we rethink and redesign relevant programs and services.</li> <li>▪ Given the state of our ARCC indicators, the ARCC study session before the March 2008 Board meeting may be</li> </ul>
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<sup>1</sup> Accountability Reporting for Community Colleges (aka "ARCC"), chaptered into legislation in 2004 from Assembly Bill 1417 (Pacheco; Chapter 581, Statutes of 2004). Data shown are from January 2008 draft.

<sup>2</sup> From *Basic Skills as a Foundation for Student Success in California Community Colleges* (July 2007), adapted from Hunter Boylan's definition of best practice: "Effective practices' refer to organizational, administrative, instructional, or support activities engaged in by highly successful programs, as validated by research and literature sources relating to developmental education." (page 4).

		data can be readily accessed.	ESL staff use data from MIS to engage in regular and systematic program review.		evaluated for possible revision in order to better coordinate with other programs such as English and Basic Skills.	<p>a good time to broadcast a clear message that developmental education is an institutional priority.</p> <p>Training needs to be given in best practices regarding the role and systematic implementation of the vision and mission statements.</p> <p>ESL faculty need supplemental training in the effective selection, implementation, and evaluation of software .</p> <p>Hire additional Instructional Technology (IT) staff to install, upgrade, and maintain computer software and hardware in the ESL Lab and Verizon ESL smart classroom.</p> <p>Provide training and release time for ESL faculty to evaluate curriculum and MIS-generated data and then, as needed, make revisions to curriculum</p>
A.1.2	Institutional leadership demonstrates a commitment to developmental education.	<p>The Vice-President of Student Learning and the Dean of Humanities, Arts, and Social Sciences (HASS) oversee broad aspects of the ESL program.</p> <p>Also, administration has been supportive of the Title V grant,</p>	<p>Basic Skills lab/classroom with English, math instructors, Basic Skills curriculum, student population</p> <p>Through monthly meetings and phone and Groupwise email messaging systems, the Vice-President of Student Learning and HASS dean ensure that they can be approached and informed on any issues. They can also be approached in person on an appointment basis.</p>	<p>Basic skills students are preparing to enter English 6, Math 10</p> <p>The administration is aware of many of the needs and issues that concern ESL students and staff.</p> <p>Currently, the administration has asked that a Student Equity team be formed to help evaluate issues</p>	<p>F/T Basic Skills math instructor needed</p> <p>There is a lack of uniform understanding among the college's staff regarding the role and implementation of the vision and mission statements.</p> <p>Training of ESL faculty in the effective selection, implementation, and evaluation of software has been inadequate.</p>	<p>Hiring committee for F/T Basic Skills instructor is in process</p> <p>Training needs to be given in best practices regarding the role and systematic implementation of the vision and mission statements.</p> <p>ESL faculty need supplemental training in the effective selection, implementation, and evaluation of software .</p> <p>Hire additional Instructional Technology (IT) staff to install,</p>

		whereby the ESL Dept. operates an open lab and has the help of bilingual instructional assistants (IAs).	<p>The Vice-President of Student Learning oversees the implementation of the Title V grant, whereby students can access a variety of services such as bilingual counseling, helpful workshops, and referrals.</p> <p>Also, the Vice-President of Student Learning and the Title V director ensure that funding is directed to programs and services that benefit ESL students.</p>	<p>of equity on campus.</p> <p>Title V funding has been used and is being used to purchase and install a wide variety of software programs.</p> <p>ESL staff have equal access to all instructional services such as Blackboard, Instructional Technology, Instructional Media Services, and the Learning Center.</p> <p>ESL students have equal access to all pertinent services such as Financial Aid, EOPS, DSPS, the library, and tutors.</p>	<p>In addition, there are not enough Instructional Technology (IT) staff available to do installation and maintenance of computer software and hardware.</p> <p>ESL curriculum needs to be evaluated for possible revision in order to better coordinate with other programs such as English and Basic Skills.</p>	<p>upgrade, and maintain computer software and hardware in the ESL Lab and Verizon ESL smart classroom.</p> <p>Provide training and release time for ESL faculty to evaluate curriculum and MIS-generated data and then, as needed, make revisions to curriculum.</p>
A.1.3	Developmental educators are systematically included in broader college planning activities.	Basic Skills instructors are F/T and adjunct in English, math and teach other classes in respective disciplines	Collaborative meetings and consultation between Basic Skills instructors are ongoing and regular	In progress are curriculum changes and rewriting of Student Learning Outcomes (SLO)	N/A	Rewriting of curriculum and SLOs is ongoing and regularly updated
A.1.4	Developmental education is adequately funded and staffed.	<p>Hiring committee for F/T Basic Skills instructor is in process—F/T math and reading instructor needed</p> <p>Currently, the ESL Dept. has of 2 full-time plus 8 adjunct faculty. In addition, ESL is funded for two student workers and has one volunteer.</p>	<p>Hiring committee in process</p> <p>Response pending analysis of cost effectiveness</p> <p>Title V funding has made it possible for VVC to have an ESL open lab as well as two bilingual instructional assistants (IAs). It has paid for a variety of software programs being used by ESL students. In addition to the lab, the ESL Dept. has a smart classroom, funded by Verizon, Inc., and offices for</p>	<p>Response pending analysis of cost effectiveness</p> <p>In general, no sections of ESL classes are canceled due to a lack of an available instructor.</p> <p>ESL students have ready access to a variety of software programs, many of which have become an</p>	<p>F/T math and reading instructor needed</p> <p>Response pending analysis of cost effectiveness</p> <p>Some ESL instructors require additional training in pedagogy.</p> <p>Title V funding, which pays for an academic counselor, two bilingual instructional assistants (IAs) and computer software, will run out next year</p>	<p>Response pending analysis of cost effectiveness</p> <p>Training of ESL instructors in some aspects of good pedagogy would be helpful.</p> <p>More Instructional Technology (IT) staff are needed to help install and maintain computer hardware and software programs</p> <p>Funding is needed to hire certificated staff to supervise the ESL Lab.</p>

		Like other departments, the ESL Department has a budget that includes funding for supplies, staff development activities, and travel.	<p>full-time ESL faculty located in the new ATC (Advanced Technology Center).</p> <p>Title V offices, including those of the Title V director and academic counselor, are located in the Counseling/Administration Building and are easily accessible to students and staff.</p>	integral part of students' coursework.	<p>(2009).</p> <p>The ESL open lab is not functioning at full capacity. There is currently no funding to hire a certificated person to supervise it. The lab is staffed by full-time faculty during their office hours and by faculty who happen to be teaching a class in the lab and have seats available.</p> <p>Owing to a lack of Instructional Technology staff, neither the ESL Lab nor the Verizon ESL classroom is operating at full capacity. Some of the software programs have not been installed, and some of the computers are not working.</p>	
A.1.5	Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.	<p>Short-term goal is F/T instructor</p> <p>Long-term goal is addition of Adult Literacy and Adult Education F/T instructors</p> <p>The ESL Dept. is recognized as an integral part of the college. It is a distinct department with its own full-time and adjunct faculty. ESL staff and students enjoy access to the same support programs and services as do</p>	<p>Response pending analysis of cost effectiveness</p> <p>ESL is now housed in the same building as English, foreign languages, Basic Skills, and Math. In addition to offices for full-time ESL faculty, it has two permanent classrooms, each of which has 28 computers. Along with other classrooms and labs that feature technology-mediated programs, ESL is supported by a staff of IAs (instructional assistants) and I.T. (Instructional Technology) staff.</p>	<p>Response pending analysis of cost effectiveness</p> <p>ESL students are better integrated into the campus community and enjoy a higher level of visibility than they did previously.</p> <p>Information on a variety of programs and services that ESL students can benefit from is more easily accessible. These programs include Admissions and Records, the Transfer Center, Financial Aid,</p>	<p>Response pending analysis of cost effectiveness</p> <p>There does not seem to be a systematic or consistent mechanism in place whereby ESL staff and administration can determine the degree of the department's integration within the campus</p>	<p>Response pending analysis of cost effectiveness</p> <p>Training in best practices regarding integration of and the role of ESL as a discipline within the institution would be helpful.</p>

		other departments.		counseling, the library, DSPS, childcare, and EOPS. Some of the staff in these offices are bilingual.  In addition, ESL faculty have easier access to support staff in areas related to instruction such as MIS, Instructional Media Services, and web services (Blackboard).		
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**Table 1.4 - Annual Successful Course Completion Rate in Basic Skills Courses**

VVCC COHORTS		PEER AVERAGE	SYSTEM AVERAGE	VVCC COMPARISONS		
				v. PEERS		v. SYSTEM
2004-2005	52.3%	46.1%	49.1%	2004-2005	6.2%	3.2%
2005-2006	49.0%			2005-2006	2.9%	-0.1%
2006-2007	43.5%			2006-2007	-2.6%	-5.6%

**Table 1.5 - ESL Improvement Rate**

VVCC COHORTS		PEER AVERAGE	SYSTEM AVERAGE	VVCC COMPARISONS		
				v. PEERS		v. SYSTEM
2002-2003 to 2004-2005	21.8%	29.7%	41.5%	2004-2005	-7.9%	-19.7%
2003-2004 to 2005-2006	11.1%			2005-2006	-18.6%	-30.4%
2004-2005 to 2006-2007	5.0%			2006-2007	-22.9%	-36.5%

**Table 1.5 - Basic Skills Improvement Rate**

VVCC COHORTS		PEER AVERAGE	SYSTEM AVERAGE	VVCC COMPARISONS		
				v. PEERS		v. SYSTEM
2002-2003 to 2004-2005	44.6%	48.0%	49.8%	2002-2003 to 2004-2005	-3.4%	-5.2%
2003-2004 to 2005-2006	48.9%			2003-2004 to 2005-2006	+0.9%	-0.9%
2004-2005 to 2006-2007	43.1%			2004-2005 to 2006-2007	-4.9%	-6.7%

**Effective Practice A.2:** A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specific goals and objectives are established for developmental courses and programs.

	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
A.2.1	A detailed statement of the mission for developmental education is clearly articulated.	Mission/vision statements parallel college mission/Vision statements Documents from College Council, ASB, unions	College Mission/Vision statements are widely published online, in course catalogue and class schedule	Mission/Vision statements are widely disseminated	N/A	Mission/Vision statements could be included in community-prepared documents, district organizations, letters, memos
A.2.2	Diverse institutional stakeholders are involved in developing the developmental	Title V involvement: Faculty from diverse disciplines:	Meetings involving internal stakeholders College Council, ASB, unions, Association, Academic Senate	Meetings involving diverse external stakeholders, such as Chambers of	N/A	Involvement of internal stakeholders—institutionalization  Involvement of more diverse

	education mission, philosophy, goals, and objectives.	English, math, English as a Second Language, Adult Education, Adult Literacy		Commerce		external stakeholders, such as more district Chambers of Commerce, district businesses/organizations seeking workforce applicants
A.2.3	Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	Faculty-driven with support staff  ESL, like all other departments at VVC, engages in regular and systematic program review.	Faculty presentations to College Council  Program review research occurs every few years. The department faculty retrieve and analyze data on students and courses and prepare a formal report.	College Council support  The ESL Department formulates goals and objectives. It makes recommendations regarding needed changes in curriculum, vision, materials (such as technology), and staffing.	Active Basic Skills committee  It is unclear how effective program review reports generated by the ESL Department are. Do these reports provoke real change in areas where change is needed?	Reconvene and expand Basic Skills committee  It is unclear how effective program review reports generated by the ESL Department are. Do these reports provoke real change in areas where change is needed?  Training in best practices on how to develop a dynamic statement of educational mission, philosophy, goals, and objectives would be helpful.
A.2.4	Developmental education goals and objectives are clearly communicated across the institution.	Faculty-driven with support staff, deans through internal stakeholder collaboration	Faculty Senate, Association, reports, plans, curriculum updates, prerequisites, rewriting of Student Learning Outcomes (SLO)	Internal and external stakeholder support	N/A	Involvement of internal stakeholders—institutionalization  Involvement of more diverse external stakeholders, such as more district Chambers of Commerce, district businesses/organizations seeking workforce applicants  Reconvene and expand Basic Skills committee
<b>Effective Practice A.3:</b> The developmental education program is centralized or highly coordinated.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>

A.3.1	A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	Currently, developmental education is coordinated within specific disciplines. Reorganization dialogue seems to indicate a move back to where it once was, a centralized, self-standing department.	Current dialogue is evidence that institutional decision is in flux; there is an openness to move towards this effective practice.	Documentation of Synergy meetings regarding developing recommendations for reorganization.	Current openness to this strategy is promising. Even if the structure becomes centralized, one potential barrier may be the lack of faculty.	This BSI self-assessment process can provide the means to ensure this strategy is given attention and developed.
A.3.2	Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills programs(s).	Dean is assigned  New chair is being assigned by Fall '08  A F/T faculty member overseer, an adjunct for math, an adjunct for Adult Education and Adult Literacy	Program reports are given to dean	Documentation from program reports are used to drive reviews of curriculum, Student Learning Outcomes (SLO), faculty hires	N/A	This BSI self-assessment process can provide the means to ensure this strategy is given attention and developed.
A.3.3	A designated budget allocation exists for development education.	In addition to the BSI funding, there are some budget allocations related to developmental education from recent grant programs. Because of discipline-control, additional funding is found within discipline budgets, but are not necessarily specified for developmental education efforts.	Budget expenditure reports.  The ESL budget is accessible to the department chair through the dean's secretary or through the online budget program.  The Title V director responds to requests for funding of supplies and computer software and hardware.	Pending analysis of cost-effectiveness  The department chair is able to determine expenses, do cost projections, and make recommendations on any needed changes in allocations.	Pending analysis of cost-effectiveness  There does not seem to be a consistent method whereby the department chair can evaluate the department budget, make decisions based on budget data, and coordinate that information with information about available Title V funds.	Pending analysis of cost-effectiveness  Training in best practices on budget management for department chairs would be helpful.

		The ESL Department has its own budget that includes staff salaries, supplies, and travel.  Also, Title V funding is available to the ESL Department.				
A.3.4	Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.	Dean involvement organizes faculty and staff collaboration	Link to College Council, Student Services, Highly involved faculty	Inter-disciplinary faculty involvement	Increased communication with Matriculation needed	Reconvene and expand Basic Skills committee  Establish increased communication with Matriculation
A.3.5	Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.	Internal involvement: Basic Skills “department”, English 6 and 50 classes, Math 10 and 50 classes, CAHSEE, CAL-PASS, Bridge, Puente	Collaboration resulting in Internal collaborative activities and assessment involving the following entities: Basic Skills “department”, English 6 and 50 classes, Math 10 and 50 classes, CAHSEE, CAL-PASS, Bridge, Puente	Increasing ability to track and offer individual help to students	More external outreach	Involvement of internal stakeholders—institutionalization  Involvement of more diverse external stakeholders, such as more district Chambers of Commerce, district businesses/organizations seeking workforce applicants  Reconvene and expand Basic Skills committee

<b>Effective Practice A.4:</b> Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
A.4.1	Students are required to receive early assessment and advisement for	Course placement assessment for new students has	Accuplacer reports, Writeplacer pilot assessment in Summer '08, Bridge, ESL	Students are placed into courses as recommended and/or	Writeplacer pending analysis of cost-effectiveness	Pending results of validation studies.

	sound educational planning.	<p>been a regular practice here for a long time.</p> <p>Like all other students, limited-English-proficient students are referred to the Assessment Center for ESL assessment.</p>	<p>CELSA, Bridge assessment at district high schools</p> <p>Many ESL students who take courses on-campus go through the process of assessment and advisement.</p>	<p>as deemed appropriate by discipline faculty per challenge procedures. Validation studies are currently underway.</p> <p>Students who go through the assessment and advisement process are usually placed in the correct level of ESL</p>	<p>There does not seem to be a consistent mechanism in place whereby all students go through the matriculation process. Also, there does not seem to be a consistent way of determining the efficacy of alternate methods of assessment.</p>	<p>Training in best practices on “capturing” all students to ensure that they go through assessment and advisement would be beneficial.</p>
A.4.2	Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	<p>Counseling, faculty recommendations, concurrent Basic Skills “department” classes</p> <p>Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.</p>	<p>Individual student counseling/faculty follow-up recommendations, concurrent Basic Skills “department” classes</p> <p>ESL students meet with counselors following assessment</p>	<p>Proper placement of students in appropriate course level and class selection</p> <p>Many ESL students adhere to the educational plans as laid out by their counselors.</p>	<p>Mandatory placement preferred</p> <p>ESL student self-selection of courses</p> <p>Some ESL students are unable or choose not to follow their ed plans. The reasons seem to vary.</p> <p>In particular, students who wish to qualify for EOPS, which requires enrollment in a minimum of 12 units, are sometimes hard-pressed to find enough courses to meet that requirement.</p>	<p>Enhanced communication with counselors, faculty, management</p> <p>Re-evaluating Basic Skills cut scores</p> <p>Mandatory placement preferred in English, math, ESL as a result of placement test scoring</p> <p>Release time or stipends for faculty to do curriculum evaluation with a view to ensuring that students are enrolled in level-appropriate courses would be helpful.</p>
A.4.3	Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	<p>First-year Experience, Learning Communities, ESL communities, Writing Contest, Writing Center, SSPIRE, Puente, bilingual counselor, Instructional assistants, information sessions, computer use, Internet,</p>	<p>Move to the Advanced Technology building centralized conferences and collaboration between groups who hold meetings under one roof; this building provides a collaborative climate and student co-mingling. Basic Skills is mainstreamed and centralized.</p> <p>Some ESL classes and the ESL open lab are located in the ATC.</p>	<p>Internal involvement of college organizations listed, and community involvement in social and cultural events</p> <p>As a result of having classes and the ESL Lab in the ATC, ESL students mingle with other students and enjoy increased visibility.</p>	<p>More diverse external stakeholder involvement always welcome and needed</p> <p>It is difficult to determine how effective the efforts have been to integrate the ESL students into the campus as a whole.</p>	<p>More involvement of diverse external stakeholders, such as increased/enhanced community/business involvement in on-campus productions</p> <p>Training in best practices on how to integrate the Basic Skills/ESL population into the whole campus would be helpful.</p>

		clubs, Martin Luther King Day activities, Cinco de Mayo activities, Cesar Chavez activities, Woman's History activities ESL and other Basic Skills programs are housed in the new Advanced Technology Center (ATC). The building is centrally located on the college campus.  Also, course syllabi include student integration activities.	Some ESL courses include activities that require students to talk to and mix with students outside of class. Students must engage in these activities in partial fulfillment of course requirements.			
A.4.4	Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	By ARCC data	ARCC data were shared with the Learning Assessment Committee, but not developmental education faculty <i>per se</i> . Curriculum rewrites to reflect Student Learning Outcomes (SLO), assessment are monitored by faculty; individual student conferences with faculty and counselors, Blackboard	ARCC narrative response of 2007	Need to strengthen communication between all stakeholders, internal and external	Establish a clear communication structure in which to distribute and discuss the data.

<b>Effective Practice A.5:</b> A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the</b>

						<b>future?</b>
A.5.1	Course-related learning assistance (e.g., supplemental instruction course-based tutoring) exists.	Computer/ Internet skills enhancement; Early Alert, Curriculum sensitivity training  ESL students receive help in the ESL open lab and the Verizon smart classroom	Advanced Technology building mall tutors, Instructional assistants' assistance with technology, Title V grant-funded programs, web-based resources and tutoring, tracking system, Writing Center, labs (English, math, ESL), Datatel, Ram Jam, Student Support Services, SSPIRE,  Instructional assistants, including two who are bilingual, help ESL students with computer issues.  Full-time faculty spend time helping students in the ESL open lab during their office hours.	Greater student assistance with short-term and long-term course-related support  Students' computer and English language skills are improving.	Need enhance Datatel prerequisite tracking  ESL tutor training has not been evaluated.  The ESL open lab is not yet adequately staffed by certificated employees.	Update and enhance Datatel prerequisite tracking system  An ESL Lab orientation for students needs to be established.  Training of ESL tutors in best practices needs to be implemented.  At least one additional instructional assistant needs to be made available to help ESL students.  Funding for a certificated person to work in the ESL Lab during open lab hours needs to be found.
A.5.2	Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	Learning communities were offered for the first time during Fall 2007 term; team teaching in English, math; cross-curricular texts and course material in English and math  Guidance, which is under the Counseling Department, is collaborating with ESL on establishing a learning community.	Schedule for Fall 2007 term; end-of-term course grades; Learning communities expansion and increased student retention; First Year Experience  We are in the process of establishing a learning community for students in an ESL course. They will register concurrently for a guidance course. Faculty will collaborate on course content.	Student retention, success, and persistence  The impact is yet to be determined as the course is proposed for fall 2008.	Need a systematic enrollment package for enrolling in Learning Communities  Decrease in counselor/student ratio needed  ESL still does not incorporate service learning.	Learning Communities brochure in formative stage  New counselor hire pending  Training in best practices on community learning and service learning needs to be implemented.
A.5.3	A comprehensive learning assistance	Advanced technology building	Centralization of Basic Skills in Advanced technology	Accutrak—data driven by Learning Center and	IT backlog of software implementation	Pending results as of Spring '08 semester end

	center provides support to developmental education students.	mall; designated labs for English, math, ESL; Instructional assistants; consistent MIS support, Writing Center	building	Writing Center shows increased student numbers and student use of Advanced technology building resources		Software is being regularly installed; overloaded due to newly opened Advanced Technology building
A.5.4	Peers and/or faculty provide mentoring to developmental education students.	Peer tutors in Advanced Technology building mall and Writing Center; mentors in Basic Skills, faculty in English, math, ESL	Monthly collaborative meetings	Enhanced student knowledge and student support	More adjunct faculty needed at departmental meetings More tutors and tutor training More bilingual tutors needed	Tutor training—Education 50 curriculum is being rewritten for all tutors  Formalized training to deal with specialized subtopics/diversity: psychological, social, cultural, multi-cultural, disability research, English as a Second Language specific problems

<b>Effective Practice A.6:</b> Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
A.6.1	Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in	Basic Skills faculty include F/T and adjunct faculty; new F/T Basic Skills faculty member hire	Basic Skills hiring committee is screening applicants for new Basic Skills F/T hire  Applications for certificated positions are thoroughly	Enhancement of Basic Skills program and student support  In general, the ESL Department has hired	Current state economic climate/crisis  Occasionally, there are applicants who seem to have excellent qualifications and yet	Pending analysis of cost effectiveness  Training in best practices on attracting candidates and on effective processes in selecting

	developmental education.  For ESL faculty, this occurs In Human Resources		evaluated by full-time ESL faculty.	very effective and well-trained teachers.	cannot be hired because they do not possess a master's degree in ESL.	candidates needs to be implemented
A.6.2	Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	Teaching and Learning Center provides enhanced training; Student Learning Outcomes training; Train the Trainers; Title V guest speaker workshops; implementation of new software; District high school and college conferences; First Year Experience; Reading conferences; Title V involvement	Presentation of information to diverse groups and varied college disciplines; dissemination of material to co-workers; Board reports	Enhanced support for Basic skills students	Increased training for faculty, F/T and adjuncts	Increased awareness and funding for faculty conferences pending cost analysis and increased funding
A.6.3	Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.	Yes, choice is faculty driven  In the ESL Dept., teachers submit their requests for preferred courses.	Departmental distribution of classes to F/T and adjunct  In general, requests to teach certain courses are fulfilled. No person is compelled to teach an ESL course if she or he is unwilling to do so.	Strong faculty support is evident  ESL faculty are generally satisfied teaching their assigned courses.	The full-time ESL faculty are sometimes compelled to teach over the normal load.	Strong faculty support, involvement, participation, collaboration exists As stated above (A.6.1), training in best practices on attracting candidates and on effective processes in selecting candidates needs to be implemented.
A.6.4	A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part-time ratio for basic skills is similar to the ratio for college-level classes and disciplines.	Ratio of F/T to adjunct participation is sufficient.  A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part-time ratio for	Departmental distribution of classes to F/T and adjuncts available in class schedule  A little over one-third (34.5%) of Basic Skills courses are taught by full-time faculty.	Strong faculty support is evident by F/T and adjunct instructors  In general, ESL students seem to persist in their courses. This is, at least in part, due to having competent faculty.	Ratio of F/T to adjunct faculty members could be strengthened  It is uncertain whether the ratio of 34.5% is adequate to ensure program success.	Basic Skills hiring committee is screening applicants for new Basic Skills F/T hire  As stated above (A.6.1), training in best practices on attracting candidates and on effective processes in selecting candidates needs to be implemented.

		basic skills is similar to the ratio for college-level classes and disciplines.				

<b>Effective Practice A.7:</b> Institutions manage faculty and student expectations regarding developmental education.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
A.7.1	A clearly defined and widely shared definition of "successful developmental education" exists.	Course catalogue; Counseling and Guidance; Student Learning Outcomes (SLO)	Course catalogue; Counseling, Guidance, Adult Literacy, Basic Skills literature/ brochures	Long-term and short-term goals defined and would be further defined by expanding Basic Skills committee	Active Basic Skills committee	Reconvene and expand Basic Skills committee
A7.2	Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.	Formal training is implemented for F/T and adjunct faculty recruited to teaching Basic Skills students dealing with specialized subtopics/diversity: psychological, social, cultural, multi-cultural, disability research, English as a Second Language specific problems	Training at departmental level and in collaborative interdisciplinary meetings and Basic Skills Initiative committee meetings.	Long-term and short-term goals by collaboration at department level and across disciplines.	Enhance formalized training to deal with specialized subtopics/diversity: psychological, social, cultural, multi-cultural, disability research, English as a Second Language specific problems	Formal training is implemented for F/T and adjunct faculty recruited to teaching Basic Skills students dealing with specialized subtopics/diversity: psychological, social, cultural, multi-cultural, disability research, English as a Second Language specific problems
A.7.3	Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	Specialist and generalists within disciplines and departments	Specialists and generalists in disciplines and departments cross-train for teaching Basic Skills students dealing with specialized subtopics/diversity: psychological, social, cultural, multi-cultural, disability research, English as a Second Language specific problems	Mandatory college committee orientation is one-on-one  Faculty orientation packets  Training with F/T and adjuncts  Normed grading sessions	More interdisciplinary normed grading and training	Normed grading occurs within Student Learning Outcome (SLO) research done in '07-'08 semesters

			Course outlines and syllabi are consistent			
A.7.4	Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.	Student awareness of rights, responsibilities and expectations promoted	Department meetings, college catalogue, class schedules, course syllabi	Established student services, including Learning communities, Writing Center, tutoring, student handbook	N/A	Formal mechanisms exist for facilitation and dissemination of information
A.7.5	Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.	Syllabi, course outlines, course curriculum, student handbook, counselors	Faculty and counselor referral to appropriate course materials and handbook	Promotion of student awareness	N/A	Formal mechanisms exist for facilitation and dissemination of information
A.7.6	Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	Collaborative instructor information given to students before Basic Skills lab classes begin  ESL course outline and syllabi contain objectives	Assessment and testing	Enhanced student awareness and support; proper student placement in appropriate course/class	N/A	Formal mechanisms exist for facilitation and dissemination of assessment and testing resulting in proper student placement

**EVALUATION OF BASIC SKILLS PROGRAM COMPONENTS**

<b>Evaluation Team Members &amp; Job Titles</b>	Virginia Moran, Executive Dean, Institutional Effectiveness Patricia Bejarano-Vera, Title V Director Patricia L. Golder, Faculty, English Laird Eklund, Faculty, ESL Patricia Wagner, Faculty, English Joe Pendleton, Faculty, English/Basic Skills Jeff Redona, Faculty, Math/Basic Skills Patrick Malone, Faculty, Math
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<b>Effective Practice B.1:</b> Orientation, assessment, and placement are mandatory for all new students.						
	<b>Related Strategies</b>	<b>Where does it</b>	<b>What is the evidence that it</b>	<b>What is the impact</b>	<b>What are the barriers to</b>	<b>How might this be</b>

		occur?	occurs?	and evidence thereof?	effective implementation?	enhanced/improved in the future?
B.1.1	Mandatory orientation exists for all new students	New Student Orientation is required of new students before counselor appointment and class registration.	New Student checklist; Attendance sheets;  Datatel database tracking system.	Guidance to appropriate courses and placement in appropriate course levels.	Students who apply online are not instructed to attend orientation and to be assessed.  Some students are granted exemption from attending.  Walk-in students	Plans for developing online orientation and possibly podcasting will be discussed in addition to alternative formats such as closed captioning, ASL, audio.  Mandatory placement of students in First Year Experience
B.1.2	Mandatory assessment exists for all new students.	Assessment required of new students before counselor appointment and class registration.	Datatel data; Accuplacer assessment test scores.	Access to datatel information; Guidance to appropriate courses and placement in appropriate course levels	Limited assessment hours	Online assessment would be a possible solution, particularly for online students out of the area
B.1.3	Mandatory placement exists for students assessed at developmental levels.	Matriculation	Assessment results	Guidance to appropriate courses and placement in appropriate course levels	Walk-in students  Consistent tracking system not in place.	Tracking students assessed at developmental levels
B.1.4	Expanded pre-enrollment activities exist for students placed into developmental education courses.	Basic Skills classes have their own orientations: ESL orientation sessions.	CAHSEE workshops; Title V sponsored RAMJAM sessions with emphasis in English and Math.	Retention, student success rate; knowledge of course content	Student awareness of workshops/developmental education resources	Increased marketing/awareness of workshops/developmental education resources.
B.1.5	Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	Annual review by "matriculation committee"	Department meeting minutes	ESL, Math, English and Student Services Administrators review cut scores.	Assessment tests; content validity; no control over off-site	Increased meetings for stakeholders to have opportunity to input review on assessment instruments and content validity.

<b>Effective Practice B.2 – Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</b>						
	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
B.2.1	Developmental education course content and	Individual department	Title V sponsored student learning outcomes integration	Review via Currici-net; collaboration between	New Faculty recruitment; Increased meetings between	Student/faculty meetings

	entry/exit skills are regularly reviewed and revised as needed.	meetings (ESL, Math, English, Basic Skills, Counseling, Guidance)	into course curriculum.	departments.	adjunct and full-time faculty.	
B.2.2	Formative program evaluation activities occur on a regular basis.	Counselor evaluation completed by student after counselor appointment.	Updated curriculum via currici-net.	Regular student needs assessment, student success	Inconsistent evaluation activities.	Wider program review Qualitative data needs to be gathered/calculated from students.
B.2.3	Summative program evaluation activities occur on a regular basis.	PRAISE report; Annual performance reports	PRAISE report; Annual performance reports	Student Learning outcomes.	Inconsistent evaluation activities.	Incorporating Student Learning Outcomes in more courses; provide additional trainings on how to collect data.
B.2.4	Multiple indices exist to evaluate the efficacy of developmental education courses and programs.	MIS; Institutional resources; feedback from faculty.	Annual program reviews conducted by departments	Student Learning outcomes; PLATO.	Inconsistent evaluation activities.	Wider program review Qualitative data needs to be gathered/calculated from students.
B.2.5	Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	End of year data	Data is available on computer programs and easily accessible.	Student Learning outcomes	Inconsistent evaluation activities.	Software integration; building in assessment strategies into courses. Provide additional trainings on how to collect data.

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

	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
B.3.1	A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	SSPIRE; Learning Communities courses; K-16 Bridge Program; TRIO Programs (Student Support Services) EOPS; CAHSEE	Students being placed in appropriate courses; Annual Performance reports; progress reports.	Students being placed in appropriate courses	Lack of coordination amongst student resource programs; institutional support; information dissemination.	Departments/programs in process of enhanced coordination.

B.3.2	Counseling and instruction are integrated into the developmental education program.	In planning, developmental stage with institutional programs support. Guidance courses taught by Counselors.	Guidance courses in class schedule	Students success in course, degree completion.	Data to justify student success rates.	building in assessment strategies into courses. Provide additional trainings on how to collect data
B.3.3	Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	Guest speakers provide information to Counseling staff. Title V sponsored Train the Trainers program.	Information received by Counseling staff at weekly scheduled Counseling block meetings.	Counseling staff application of information during scheduled student counseling appointments.	Limited scope of trainings and not enough training provided.	Increase scope of trainings and provide additional trainings.
B.3.4	Counseling of developmental education students occurs early in the semester/quarter.	Walk-in students; SSPIRE, Title V Bilingual Counselor has opportunity to counsel ESL students; EOPS/SSS student counseling provided.	Datatel records.	Students being placed in appropriate courses	No defined student group to provide counseling to and for tracking purposes.  Limited staff/programs to provide counseling early in semester.	Need to define student group to receive counseling and conduct data tracking.

<b>Effective Practice B.4:</b> Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
B.4.1	Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	College Recruiter and Financial Aid Specialist conduct outreach and disseminate information.	Outreach presentations to high desert schools and community organizations.	Students enrolling in courses after having received information, financial aid.	Institutional support; Limited staff to provide services. Funding provided tied to soft money programs.	Institutional support, increased funding.
B.4.2	Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.	College website, FAFSA, staff assistance	Completed FAFSA applications, financial aid packages being awarded to students.	Completed FAFSA applications, financial aid packages being awarded to students; students enrolled in courses, purchasing	College website not being available for student use; limited staff hours.	Information being placed on website in timely manner.

				course books.		
B.4.3	The institution actively solicits additional aid sources in support of developmental students (e.g., potential scholarship donors or textbook grants).	Scholarship bank	College website	Tracking students using website resources.	Limited resources. Institutional support; Limited staff to provide services.	Seek additional resources for students.
B.4.4	The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	Title V sponsored RAMJAM sessions-academic incentives; SSPIRE, EOPS book vouchers; College foundation scholarships	EOPS book vouchers; College foundation scholarships	Students enrolled in courses, purchasing course books.	Limited resources.	Seek additional resources for students.

**VALUATION OF BASIC SKILLS PROGRAM COMPONENTS**

<b>Evaluation Team Members &amp; Job Titles</b>	Virginia Moran, Executive Dean, Institutional Effectiveness Patricia Bejarano-Vera, Title V Director Patricia L. Golder, Faculty, English Laird Eklund, Faculty, ESL
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	Patricia Wagner, Faculty, English Joe Pendleton, Faculty, English/Basic Skills Jeff Redona, Faculty, Math/Basic Skills Patrick Malone, Faculty, Math
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**Effective Practice C.1:** Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
C.1.1	Department, program, and/or institutional goals related to the improvement of developmental education are established.	1. The Basic Skills program's goal is to serve a broader population of students (CAHSEE, English 6 and English 50) and improve their persistence.  2. The English Department has revised the basic skills reading and writing courses to ensure that they have measurable SLOs.  3. VVC has committed to supporting Learning Communities.	1. The Basic Skills program has revised its curriculum to include courses for CAHSEE prep, English 6 and English 50 students.  2. The revised course outlines for English 6, English 8, English 50 and English 59 reflect the improvements to the student learning outcomes of these courses.  3. The Learning Communities have been offered through the regular class schedule for the past year and should continue to grow in the coming years.	1. There has been little evidence of impact since the expansion of course offering has only just taken place or is about to take place.  2. There has been little evidence of impact yet since the SLOs have only just been introduced into the course outlines.  3. The Learning Communities seem to have a moderately higher retention and persistence rate, but this has not yet been measured properly.	1. The current barrier is the proper placement of students in their classes. They tend to be confused about the placement process.  2. The main barrier is the lack of consistent data collection with the SLOs. The faculty have written the SLOs but have not agreed upon standard measures.  3. The two primary barriers have been with the recruiting of students and faculty.	1. Improving outreach and communication with the area high schools. Hiring reading faculty would also need to be placed on the list of hiring priorities.  2. Better faculty participation and administrative support for SLO development and measurement is needed. Having a central location and consistent support would ensure follow through on SLOs  3. We need to have counseling more involved in the development and placement of students within the learning communities. We also need more advertising for the learning communities and ensure that the advertising gets to the students who might want to take part.
C.1.2	Professional development activities for	Faculty have been sent to	VVC held a conference and invited both students and	The college has an active First Year	Recruiting students effectively and ensuring their placement	The recruitment and placement of students through the Bridge

	developmental education faculty and staff are actively supported by senior administration.	conferences in various locations, including Hawaii and New York, to work with other faculty on topics related to First Year Experience and reading and writing instruction.	community leaders to attend. Faculty and administrators presented the results of attendance at the conference in Hawaii and the results of the First Year Experience program at VVC.	Experience program that includes both learning communities and a SSPIRE program.	has been a challenge at the entry level Learning Communities.	Program would enable the Learning Communities and other aspects of the First Year Experience to have students placed in the appropriate learning community well before the semester begins. Faculty could focus more on instructional issues than on recruitment problems in the weeks leading up to the class.

<b>Effective Practice C.2:</b> The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
C.2.1	Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	Faculty may consult with Victoria Hinds, Dean of Student Services, and with Michael Smith in the Teaching and Learning Center to find opportunities for conferences and to develop on-campus workshops for faculty.	The conferences and workshops the faculty have attended have been focused on issues related to first year students and issues related to their progress from the basic skills level to transfer level courses.	The conferences have been well attended with several faculty going and have expressed interest in future attendance.	The faculty outside of the Counseling Department need to be involved on a more consistent basis.	The Math and English Departments should become involved with faculty and administrators early in the process to identify topics and set plans for activities.
C.2.2	Developmental education staff development activities address both educational theory and practice.	The developmental education staff do not participate in development activities beyond on-the-job training in how to operate various computer programs and related tasks.	It does not occur.	There is neither impact nor evidence.	There is no process to identify possible development activities.	The Basic Skills Committee could be started again and used to identify possible activities with the staff and to find funding sources.

C.2.3	Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	There are no significant development activities for staff.	It does not occur.	There is neither impact nor evidence.	There is no process to identify possible development activities.	The Basic Skills Committee could be started again and used to identify activities with the staff and to find funding sources.
C.2.4	The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	There are no significant development activities for staff.	It does not occur.	There is neither impact nor evidence.	There is not process to identify possible development activities.	The Basic Skills Committee could be started again and used to identify activities with staff and to find funding sources. The staff themselves need to be the ones identifying possible training needs.
C.2.5	New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	The new Basic Skills faculty have been given only brief introductions to how the lab operates. This introduction covers the essential tasks of how quizzes are handed out and how workshops are handled, but there is not adequate training in how to work with our students.	The informal training takes place at days and times that work for the faculty members. There is no set time, place or materials that are given to the faculty.	The only impact is that the faculty member has a slightly better idea of how the Basic Skills lab operates.	The barriers to implementing a better training schedule for the new faculty are a lack of clear leadership in Basic Skills. The program is split between the English and math departments with no one faculty member have his or her full load in the program.	We should have a chair of the Basic Skills program and at least one faculty member with his or her full load assigned to the program.
C.2.6	Staff development activities promote interactions among instructors.	The SLO workshops encouraged instructors from a number of disciplines to interact while developing SLOs and designing effective measures.	Ginnie Moran has notes and records of the workshops and the attendees from the various departments.	The faculty from the Biology, Astronomy, Business, English and other Departments were able to compare and improve the SLOs they had developed.	The SLO workshops were for a limited time and no longer provide funding for SLO development.	The SLO workshops should be supported fully and have new cadres of faculty to work on SLOs.

**Effective Practice C.3:** Staff development programs area structured and appropriately supported to sustain them as ongoing efforts related to institutional goals the improvement of teaching and learning.

	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
C.3.1	Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	<p>1. The staff development that has taken place on SLOs has been linked to department, program and institutional goals and has taken place in the Teaching and Learning Center.</p> <p>2. The Curriculum-Paloozas take place every two weeks in the Teaching and Learning Center.</p>	<p>1. The evidence of the SLO workshops comes from revised curriculum for the courses and the measurements that have been developed in relation to them. In English 8 and English 59 specific measurement tools were developed from the SLOs and are currently being used in the courses.</p> <p>2. The evidence of the Curriculum-Paloozas come from the revised curriculum and follow up work to the SLO workshops that has been completed through them. The new courses and Basic Skills also provide evidence.</p>	<p>1. The current impact is not clear since we do not have enough data to work from. The SLOs were only just made a part of the courses and we will have to collect more data.</p> <p>2. The impact of the Curriculum-Paloozas have been limited to fine tuning and submitting curriculum.</p>	<p>1. The greatest difficulty is gathering broad enough data. We only have one or two sections of reading offered each semester and most English faculty are not aware of how to derive measures from the SLOs.</p> <p>2. The Curriculum-Paloozas are currently small and limited in scope.</p>	<p>1. The SLO workshops require follow up and should be institutionalized to ensure that there is follow through on measuring the SLOs that have been written.</p> <p>2. The Curriculum-Paloozas could be broadened in scope and used to design and discuss SLOs and the measures instructors use.</p>
C.3.2	Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.	<p>1. The SLO workshops were effective because they required follow up meetings where participants discussed and demonstrated their work and progress. These workshops are, however, finished and there is no plan to continue them.</p> <p>2. The Curriculum-</p>	<p>1. The evidence of the SLO workshops is in the meeting notes, the SLOs developed by the participating faculty and the report Ginnie Moran produced at the end of the SLO workshops.</p> <p>2. The Curriculum-Palooza workshops are not formalized meetings, so no meeting notes are kept. Instead the evidence is in the revised curriculum that has been produced through the meetings. All the Basic Skills</p>	<p>1. SLOs and measures for those SLOs were developed for business, biology, astronomy and English. These courses and programs are now able to begin collecting more reliable data on SLOs.</p> <p>2. The Curriculum-Palooza is providing an occasion for faculty to complete curriculum tasks and solve problems they were</p>	<p>1. The SLO workshops are no longer funded and have ceased. The amount of work required and the coordination of efforts would require more support.</p> <p>2. The Curriculum Palooza is not currently supported by the administration and is limited in scope.</p>	<p>1. The SLO workshops should once again be offered with the stipends that were provided before.</p> <p>2. The Curriculum-Palooza workshops should be expanded to provide support for the further development of SLOs and their measurement.</p>

		Palooza workshops are informal meeting where faculty work with each other to develop and refine curriculum. The workshops take place in the Teaching and Learning Center every other week.	courses and English 6, 8, 50 and 59 have gone through the workshops.	having with the use of CurricUNET.		
C.3.3	Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	There are no significant and ongoing staff development activities that are currently being funded by the college.			There is no planning on the part of staff for activities.	Starting up the Basic Skills Committee would provide an opportunity to plan out activities and coordinate them with other efforts in the program.

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

	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
C.4.1	Peer Mentoring	No formal peer mentoring takes place.			There is no coordination of efforts between full and part-time faculty to establish peer mentoring.	The Academic Senate could take up the task since there is representation from both full and part-time faculty.
C.4.2	Instructional Consultation	No formal staff development on instructional consultation takes place.			There is no ongoing coordination of staff development for faculty.	The Academic Senate could organize and the Teaching and Learning Center could operate as the location where such consultation takes place.
C.4.3	Reflective Teaching	No formal staff development on reflective teaching takes place.			There is no ongoing coordination of staff development activities for faculty.	The Teaching and Learning Center could operate as the locations where such consultation takes place.

C.4.4	Scholarship of Teaching & Learning	No formal scholarship of teaching and learning takes place.			There is no ongoing coordination of scholarship on teaching and learning.	The Academic Senate and the Teaching and Learning Center could both take part in developing discussions of scholarship and devising methods of implementing scholarship into the classrooms and institution.
C.4.5	Classroom Assessment Techniques	No formal classroom assessment techniques are shared.			No mechanism for discussing or distributing classroom assessment techniques exists.	The Academic Senate and the Teaching and Learning Center could both take part in developing discussions of classroom assessment techniques
C.4.6	Great Teacher Seminars	No formal workshops regarding the Great Teachers Seminars exists.			No mechanism for discussing the Great Teachers Seminars exists.	The Academic Senate and the Teaching and Learning Center could both take part in developing discussions of the Great Teachers Seminars.
C.4.7	Academic alliances (e.g., K-16 Inter-Segmental Partnerships)	CalPASS has teachers from K-16 institutions throughout the high desert working together each month on projects that concern all levels. The meetings for English take place at Hesperia High School once a month.	The results of WrAP, which was a CalPASS project are available from Ginie Moran.	The impact has been an improvement in communication with the area schools on what is assessed at the college level. The evidence is in the final report produced by the extensive team working on the project.	Coordination of meetings and assignments is often quite difficult since the faculty come from various campuses and have differing demands on their time.	CalPASS could benefit from greater participation from faculty at the college. Currently only one or two English faculty members participates in CalPass.
	Other (specify activity):					

<b>Effective Practice C.5:</b> Faculty development is connected to intrinsic and extrinsic faculty reward structures.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
C.5.1	A structure that provides faculty who participate in staff development with intrinsic rewards (e.g.,	The grant directors/coordinators are thorough in their praise and	When it comes to management, some of the support is tacit. For example, if the faculty do a good job	We continue to develop Learning Communities, the TLC has begun a new series of faculty	Basic Skills students require more time and attention if we are to mainstream them into college level courses.	Hire more faculty, more staff, more tutors, and lower the caps on basic skills courses. If we are to retain and succeed with basic

	<p>praise, support, or peer recognition) is promoted.</p>	<p>appreciation of faculty involvement in grant-related projects. These projects would include such things as the Learning Communities, writing SLOs, the Writing Center, the TLC, and so on. This praise and support are, however, contained within the grant projects and between the project participants. Little, if any, praise or support from management outside of the projects occurs.</p> <p>While working on the grant-related projects, faculty encourage each other and have brainstorming sessions to start projects. This in turn leads to cooperation between faculty on other projects not under the grants' umbrellas.</p> <p>Another example would be the move to the ATC. Because administration was willing to grant space and</p>	<p>recruiting for and maintaining enrollments in the Learning Communities, more sections of the Learning Communities are offered. With the move to the ATC, management provided us with more computers and furniture than we had in our previous locations.</p> <p>Other support is more obvious. When faculty work on projects together, we help and give suggestions for success. For example, while working on SLOs, several of us got together to write curriculum. While writing, we reviewed each other's work, and other faculty dropped by to offer suggestions. This encouraged us to set up biweekly meetings to write more curriculum.</p>	<p>development presentations, the Writing Center is working with more students from across the curriculum, and more curriculum is being revised.</p>	<p>However, management has withheld funding that would allow us to better serve our students. This has led to a climate of frustration. The college needs more faculty, more staff, more tutors, and smaller class sizes.</p>	<p>skills students, we must give them the attention they need.</p>
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		equipment to Basic Skills, the Teaching Learning Center, and the Writing Center, this suggests that the administration supports the work we do.				
C.5.2	Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching," which in turn develops a "community of scholars."	<p>Faculty have lately begun working on SLOs together, and this has brought faculty from across the curriculum together. Up until our SLO meetings, I had never met most of the faculty on the campus. Now, not only have I met faculty from astronomy, history, and math, I am also working on projects to bring students from other departments into the Writing Center by collaborating on writing projects and coordinating tutoring for their classes.</p> <p>With the move to the ATC, more faculty have the opportunity to interact and share ideas. We dialogue, brainstorm, and share ideas in ways that were never available to</p>	<p>Faculty and staff interact more widely now that the ATC is open. We see each other across the mall and hold impromptu meetings. These meetings lead to such things as sharing assignments, pitching in to help cover lab hours, and offering help or ideas for curriculum.</p> <p>More evidence is that the Writing Center has a wider variety of students and writing projects than ever before. We get busier earlier and are still serving students when it's time to close.</p>	<p>More curriculum and SLOs are being developed.</p> <p>More students from across the curriculum are making use of the Writing Center, and we should soon have numbers that will prove this.</p> <p>Basic Skills is no longer tucked into a corner of lower campus.</p>	<p>Any cut in funding will affect the delicate balance we're maintaining between serving our students and not serving our students. Currently, we don't have enough faculty, staff, or tutors to enhance our students' success. This leads to frustration on the part of the students and faculty, and with the number of full-time faculty falling each year, the frustration only gets worse as the work load increases.</p>	<p>Hire more faculty, staff, and tutors. We're all dedicated to our students' success, but buying more computers isn't going to fix the problems we face.</p>

		<p>us because of space limitations.</p> <p>More faculty development meetings are being held in the TLC than ever before. Because of the TLCs space on the mall, more faculty drop in for training on new equipment and on Curricunet.</p>				
C.5.3	<p>The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).</p>	<p>The grant directors/coordinators have been generous with funding for projects, faculty development, conferences, and stipends. Without this funding, much of what we've accomplished in the last two years wouldn't have been possible.</p>	<p>The Title V grants have funded stipends and travel allowances for a first year experience project. Faculty and staff have traveled to conferences and brought back ideas which we've implemented.</p> <p>To comply with Title V law, the Writing Center tutors needed to be trained. However, the district was unwilling to offer the tutor training course. The Title V grants paid for the tutors' training and paid the trainer a stipend.</p> <p>To develop Learning Communities, the Title V grants paid stipends to faculty and coordinators to get the communities started.</p> <p>Two faculty were sent to a conference that focused on reading pedagogy.</p>	<p>The grants' generosity has helped faculty at VVC develop programs that other campuses have had for years. We still don't have a reading program, but we've started to make a little progress on developing the awareness that we need one.</p>	<p>There is little to no funding for faculty development. When budget cuts come down from the state, it's usually faculty development money that's cut first.</p> <p>Once the grant money runs out, the faculty and projects the grant money funds will no doubt stop because the district will not institutionalize what the grants have started.</p>	<p>The district needs to institutionalize programs begun by the grants. Without that commitment, faculty will have no incentive to continue time-consuming projects.</p> <p>The district needs to recognize the role faculty play in the students' and college's success. Once that recognition occurs, the need for faculty development will also occur.</p>

**EVALUATION OF BASIC SKILLS PROGRAM COMPONENTS**

<b>Evaluation Team Members &amp; Job Titles</b>	Virginia Moran, Executive Dean, Institutional Effectiveness Patricia Bejarano-Vera, Title V Director Patricia L. Golder, Faculty, English Laird Eklund, Faculty, ESL Patricia Wagner, Faculty, English Joe Pendleton, Faculty, English/Basic Skills Jeff Redona, Faculty, Math/Basic Skills Patrick Malone, Faculty, Math
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<b>Effective Practice D.1:</b> Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the</b>

						<b>future?</b>
D.1.1	Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	<p>Basic Skills: students' work is self-paced; students complete one series of assignments before beginning another.</p> <p>English 6 and 50: students collaborate with other students on a variety of levels: peer editing, group projects, oral presentations.</p> <p>Writing Center: students get help with their writing projects, collaborating with tutors, learning strategies, and assessing their writing and adapting their strategies for what they want to express.</p>	<p>Basic Skills: students have a running record of their successes and their progress. They are able to make adjustments to their schedule if they need more time to prepare for a quiz or work on weaknesses that are unique to them.</p> <p>English 6 and 50: students show increased awareness of their writing abilities, playing to their strengths and working on their weaknesses.</p> <p>Writing Center: the issues tutors address change as the semester progresses. At the beginning of the semester, tutors help students with the computers, formatting documents, starting an essay, and developing a thesis. If students are successful at self-assessment, by the end of the semester, tutors help students with types of support, transitions, and conclusions.</p>	<p>Basic Skills reading and writing courses: the evidence is in the vocabulary tests, skills quizzes, and writing assignments.</p> <p>English 6 and 50: grammar quizzes and exams, essays, research projects.</p> <p>Writing Center: the nature of the tutoring changes so that students know what questions to ask and have strategies they know how to employ.</p>	<p>Students must be placed in the correct level of course. There is currently no distinction between the placement scores for Basic Skills courses and English 6.</p> <p>How might implementation of this strategy be enhanced/improved in the future?</p> <p>Enforce prerequisites and re-evaluate the cut scores.</p>	<p>Enforce prerequisites and re-evaluate the cut scores.</p>
D.1.2	Problem-solving and critical-thinking skills are integrated into developmental education curriculum.	<p>Basic Skills: reading requirements cover short and long texts, fiction and non-fiction, and readings from across the curriculum; writing requirements cover sentence,</p>	<p>As they get better at reading and writing, students express more complex ideas with greater ease.</p> <p>Students see the connection between people of other cultures, see how other people problem solve, and see what choices other people make.</p>	<p>As students get better at reading and writing, they begin to read and write quicker and with more confidence.</p> <p>Students use the skills they learn in their reading and writing courses to help them with their other courses.</p>	<p>Basic skills students do not come in with only limited skills in writing; they also come in with limited skills in reading. Currently, VVC does not have a reading program. As a result, students are enrolling in courses they don't have the reading skills to complete and retention drops.</p>	<p>VVC needs a reading program. If students don't understand basic vocabulary and paragraph structure, they won't be able to analyze and understand a psychology or history text.</p> <p>We need to hire more full-time faculty.</p>

		<p>paragraph, and essay level expository writing.</p> <p>English 6 and 50: Writing Center: tutors ask students questions about their projects, requiring students to evaluate their own work and to employ strategies that will make the writing more effective.</p>	<p>Students learn to ask questions of their work that will make communicating their ideas and attitudes more effective.</p>	<p>As a result, their critical skills continue to grow.</p>	<p>We need more full-time faculty. The existing full-time faculty have little time to add innovative assignments and strategies to their classes.</p>	
D.1.3	<p>Development education curriculum recognizes and emphasizes cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).</p>	<p>Basic Skills reading: instruction in recognizing main ideas, practice in identifying main ideas at various locations in exemplary paragraphs, and practice in writing summaries.</p> <p>English 6 and 50: In workshops, students analyze their learning styles and develop an understanding of the characteristics of their own learning style. In a journal assignment, students compare their own backgrounds, including their personal, social and ethnic</p>	<p>The quizzes and journals provide material evidence of the student progress in these areas. The quizzes are designed to allow the students to demonstrate their skills in both isolated units but also in more practical contexts that reflect what will be asked of them in later classes.</p>	<p>We do not have adequate evidence that the students are taking the skills we teach them into their later classes or into their professions. This is an area that Basic Skills is beginning to address by revising the curriculum and integrating our courses more into the English Department's course offerings.</p>	<p>We have not been adequately connected to the regular English Department courses to know how well our students have progressed and if they are using the skills they develop with us successfully.</p>	<p>Tracking our students as they progress towards their degrees would help us identify which students are successful and which ones are not. This could then allow us to discuss what has worked for the students and what has not.</p> <p>We also need to continue to examine our assignments and assessments to insure that they are providing the students with skills that match the common practices and standards used by the English Department faculty.</p>

		characteristics, to that of the writer of a personal narrative and are allowed to reflect on how the backgrounds of the author and of him or herself contributed to who they are as a student and an individual.				

<b>Effective Practice D.2:</b> Curricula and practices that have proven to be effective in specific disciplines are employed.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.2.1	Developmental courses/ programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).	All of the developmental courses have reading and writing integrated into the assignments, including work on vocabulary skills, looking for main ideas, and writing summaries.  Writing Center: students get help with everything from starting a writing assignment, collecting ideas to support the thesis, and completing	Once students learn reading and writing skills, they go on to successfully complete other writing courses as well as courses on other parts of the campus.  In the fall 2007 semester, 1500 students came to the Writing Center for help with their writing. This was done with little to no staff and students often had to wait for a computer and/or a tutor.  When students came to the Writing Center, the tutors saw assignments from across the curriculum and from all the reading and writing	Faculty who employ sound teaching practices and who understand the pattern of error for reading and writing students also take time to develop assignments that will best benefit the students. These students then go on to use the techniques they learned in their other classes.  The Writing Center tutors see the students improve. In some cases, the tutors and staff work with students	Several of the English faculty are currently rewriting curriculum, adding a mandatory Writing Center component and SLOs. Until this is done, the Writing Center will still be underfunded and understaffed and the students we serve will have to continue to wait for service. Also, until the curriculum is revised and adopted, there will continue to be a lack of continuity between the sections.  Because the part-time faculty are not on campus outside of their courses, they do not interact as much with their	We need to hire more full-time faculty, give more faculty reassigned time to work on special projects, provide more specialized training, and legitimize the Writing Center by hiring a full-time Writing Center coordinator.

		multiple drafts. The Writing Center tutors also help students read texts, complete grammar assignments, and revise essays	instructors.	for years, and during those years, they see how students progress, have setbacks, and move forward through their coursework.	students. They also do not come to training sessions, receive faculty development funds, or benefit from interacting with other faculty.	
D.2.2	Developmental courses/ programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).	Advanced Technology building math lab and online math classes	Sign-in log sheet in math lab; Accutrak; evidence of student grades in online classes	Student success rates	Need lab component for Math 10 and Basic Skills math  Track student success rates	Math department considering adding a lab component to Math 10, Basic Skills math
D.2.3	Developmental courses/programs implement effective curricula and practices for ESL.	ESL courses focus on the development of a broad range of skills, including listening, speaking, pronunciation, reading, writing, and vocabulary, at seven levels of proficiency.	Students are assessed at intake and, after conferring with an academic counselor, are placed in an appropriate level of ESL. Students who persist in their courses tend to advance to the next levels in sequence.	Retention levels in ESL tend to be high relative to other programs at the college. It is not unusual to see 85-90% of students complete a course with passing grades.	(1) Arbitrary cancellation of classes. Sometimes, courses with perceived low enrollments are canceled at the start of the semester. Unfortunately, for many of those students whose course or courses have been canceled, there are often no appropriate alternative courses to enroll in because of the students' lack of English proficiency.  (2) Lack of release time. There is currently no release	ESL faculty need to evaluate the role and current use of technology in the curriculum. We need to see how effective current technology-mediated materials are. Also, we need to implement an underlying rationale that integrates technology into the curriculum so that it enhances, but does not drive, the curriculum.  Hire additional I.T. staff to maintain the computers and install software.  Provide release time for someone to serve as lab coordinator.

					<p>time available for ESL faculty to do needed curriculum revision.</p> <p>(3) Lack of effective coordination of the ESL curriculum with other disciplines.</p> <p>(4) Lack of time and funding to evaluate and incorporate useful technology in the curriculum. Along with this is a problem of not having all technological programs operating at full capacity due to a lack of adequate staffing in the I.T. (Instructional Technology) Dept. In addition, there is only marginal assistance from the I.A.s (instructional assistants) who previously were in the lab full-time to assist students and ESL faculty.</p>	<p>This person would be responsible for the technology in the ESL Lab and the Verizon smart classroom, currently ATC 132.</p>
D.2.4	Developmental courses/ programs implement effective curricula and practices for development of study skills.	Broad range of skills in English, math, ESL	Use of diversified texts in all classes, Learning community courses	Learning communities exist across curriculum; texts with	N/A	Continuous and consistent curricula review and revisions

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

	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
D.3.1	In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills.	In some ESL courses, students fill out a questionnaire at the beginning that asks for some personal information regarding their personal attitudes. Also, in at least one course, students learn to describe aspects of their personality and personal style of life (example: whether the student prefers predictable and structured situations or an unstructured, spontaneous environment).	Students answer a questionnaire that the teacher then reads. Also, assignments related to personal attitudes and lifestyle are given that students must complete and turn in.	Students are willing and able to describe their attitudes.	Lack of time to evaluate current practices in the courses.	The ESL Dept. needs to evaluate and then, if necessary, incorporate a more structured component that ensures that attention is paid to development of the student's self-concept.
D.3.2	Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students).	CDC Financial Aid EOPS CARE CAL-Works TRIO	Student Services Building Dean of Student Services	Educational plans; sign-in sheets; enrollment statistics	Need mandatory orientations	Mandatory orientations; One-stop Center
D.3.3	Timely interventions	Advisement;	Counseling	Accu-trak; sign-in	Need personal room for	Private room for counseling

	occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	Counseling appointments With personal problems	EOPS TRIO CARE CAL-Works	sheets	counseling referrals	
D.3.4	Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	Guidance 50 and workshops	Information on study skills, time management, note taking, tutoring, career exploration, money management	Guidance enrollment program; sign-in sheets	No centralized location to provide resource information to students.	Individual and community resources in a centralized location.
D.3.5	College programs promote basic skills students' social integration into and identification with the college environment.	ASB student clubs, organizations; AWARE	Regular meetings	Guide to community resources	No centralized location to provide resource information to students.	Centralized information center

<b>Effective Practice D.4:</b> Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.4.1	Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	Diverse reading material is used in the Basic Skills English, ESL and Adult Literacy classes. Students are encouraged to write on topics that are familiar to them. Examples are used that students could encounter in their daily life. Many of the Basic Skills courses are offered	The textbooks used	Personal experience papers in Basic Skills Classes	Need more writing components to include personal experiences of students from diverse backgrounds	More faculty opportunities to be enter/complete Title V sponsored "culturally sensitive pedagogy" Cadre.

		in an open lab setting where students can ask questions and converse with other students. Many times more than what is taught in the courses is exchanged between the students.				
D.4.2	Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible sociocultural contexts for group learning.	Diversified texts include multi-cultural course content	Multi-cultural and socio-cultural texts used and reviewed consistently	Student papers and class discussions reflect multi-cultural and socio-cultural responses	More buy-in needed from adjunct faculty	Adjunct faculty consultations with F/T faculty
D.4.3	Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	Diversified texts include multi-cultural course content	Multi-cultural and socio-cultural texts used and reviewed consistently	Student papers and class discussions reflect multi-cultural and socio-cultural responses	Need more faculty engagement in culturally sensitive pedagogy	Train the Trainers culturally sensitive pedagogy

<b>Effective Practice D.5:</b> A high degree of structure is provided in developmental education courses.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.5.1	A well-planned, step-by-step sequence of development education course offerings exists.	Both the English and Mathematics Basic Skills courses are structured, step-by-step progressions. Students need to	1. The curriculum for the courses and the assignment packets for the Basic Skills courses demonstrate that there is a sequence of work and expectations for the students.	1. The impact has been a gradual progression in skills for those students who work through the Basic Skills courses.	1. Students often do not complete the full sequence of courses and leave the college before being well-prepared for the higher math and English courses.	1. Courses are currently being redesigned and restructured to move students more quickly through the sequence. Learning communities at this level could also help.

		<p>complete one step to advance to the next. At each step assessment and evaluation is given. Their mistakes are discussed with them and suggestions are given. Students are also praised for their successes and encouraged to continue.</p> <p>The Mathematics classes encompass computer work, problems worked out on paper and attendance to workshops and classroom sessions. Many times students are given worksheets to complete after a classroom session and students are encouraged to work together asking each other for help or lending help to another.</p>	<p>2. The computer programs hold onto the students achievement record and show their progressions from one level to the next.</p> <p>3. The curriculum for English 6 and English 50 are designed to work in sequence.</p> <p>4. The curriculum for English 8 and English 59 are designed to work in sequence.</p>	<p>2. The computer programs allow students to work through difficult skills at their own pace without being placed under pressure to stay on pace with others in a traditional classroom.</p> <p>3. Students who perform well in English 6 usually perform well in English 50.</p> <p>4. Students who perform well in English 8 and English 59 are usually better prepared for English 50 and English 100.</p>	<p>2. Students too often do not complete the computer assignments. We are also having difficulty integrating a new program into the curriculum.</p> <p>3. We do not have reliable measures in place to ensure that students are moving from English 6 to the upper level English courses, such as English 101.</p> <p>4. We do not have reliable measures in place to ensure that students are benefiting from English 8 and English 59 at our campus. There are also only one or two sections of English 8 and 59 each semester.</p>	<p>2. Integration of the new Plato program into the regular assignments should aid in making the program more useful.</p> <p>3. The integration of SLOs more thoroughly into the classroom instruction would allow more reliable measures to be taken. Data also needs to be gathered on persistence from English 6 to English 101.</p> <p>4. The integration of SLOs more thoroughly into the classroom instruction would allow more reliable measures to be taken. Data also needs to be gathered on the persistence of students who have taken English 8 and English 59.</p>
D.5.2	Well-planned, sequential courses possess a corresponding proactive academic support component.	English and math students are helped with base ideas, support, multi-drafts	Writing Center and math lab assistance	Student success in base course through subsequent levels	Need more tutors in English, math and Basic skills labs	Hiring committee is in progress for new F/T faculty in Basic skills
D.5.3	Individual courses (particularly those taken earliest in the developmental	Student-centered learning in classes engage students in small and large	Faculty collaboration in texts, curriculum incorporates group work	Student success in writing and math assignments reflect collaborative	Need more faculty buy-in for small group collaborative tasks	Conferences with F/T and adjunct faculty stress need for collaborative student tasks

	sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.	group work		information		

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

	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.6.1	Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies ( <i>e.g.</i> , student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).	<p>All of the developmental education courses use many different learning strategies. Since the courses are taught in a lab setting interaction between the students and the staff and faculty is always evident. Students are encouraged to help and ask each other questions.</p> <p>Learning Communities have been implemented and growing each semester. Students are encouraged to</p>	<p>Learning Communities and Supplemental instruction courses have been established and being offered for the past three semester.</p> <p>Tutors are being provided for various courses.</p>	<p>The numbers on the Learning Communities are still being evaluated but from the reaction of the students it would appear that some success has been achieved.</p> <p>Participation in the Supplemental instruction classes is small but those</p>	<p>For the Learning Communities there is a need for more instructors from both the areas that already have Learning Communities and other areas where connections between courses can be made.</p> <p>More tutors need to be brought in so that students can easily progress from one level to another and not have to wait for the availability of a tutor.</p> <p>More training,</p>	<p>Hire more staff, faculty, tutors and learning assistants for the programs.</p>

		<p>establish connections between themselves. One outcome is to form discussion groups where they can go over material from their courses.</p> <p>Tutors are provided in many of the different programs. The tutors interact with the students and faculty to help the students and assess their progress.</p> <p>Supplemental instruction is provided for both English and Mathematics courses. Tutors are assigned to a class and work with groups of students from their class.</p>		<p>students that do use the program have shown an improvement in their overall class grades.</p>	<p>workshops and ongoing learning opportunities for the staff and faculty.</p>	
D.6.2	<p>Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.</p>	<p>Most of the developmental education courses have a lab component that allows</p>	<p>When the students are able to discover their own errors then they are able to see the content that the error is set into are able to learn a holistic approach to the material.</p>	<p>Student success in collaborative and individualized instruction are reflected in student grades</p>	<p>More faculty buy-in needed</p>	<p>Faculty collaborative tasks urge students to participate in more online and web-based curricula</p>

		<p>for a large segment of time to be used in individualized help. The students are allowed to discover their own errors and prompted for correct solutions.</p> <p>Tutors are instructed to encourage the student to discover their errors and suggest a path of solution rather than showing the student.</p>				
D.6.3	The academic and campus climate supports	Teacher Learning Center	Faculty involvement in curriculum meetings	Students benefit from collaboration and	More adjunct faculty could make use of Teacher Learning	Adjunct faculty are invited to participate with F/T faculty

	active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.			feedback regarding updated curriculum	Center	Teacher Learning Center activities

**Effective Practice D.7:** Programs align entry/exit skills among levels and link course content to college-level performance requirements.

	Related Strategies	Where does it occur?	What is the evidence that it occurs?	What is the impact and evidence thereof?	What are the barriers to effective implementation?	How might this be enhanced/improved in the future?
D.7.1	Developmental education course entry/exit standards are regularly reviewed and revised as needed.	When students first enter the courses they are evaluated on the level that would work best for them. Throughout the semester the students are given tests, assignments and evaluated for their progress. The staff and faculty at the Basic Skills and Writing Center labs continually interact with the students, looking over their work and	The curriculums of all courses are submitted to the Office of Instruction.	More students are enrolling and making use of the programs that the College has to offer. With the increase in the population of the surrounding area comes an increase in the number of students. Coupled with this increase is the increasing need of our society to grasp the advancements that our society	There is a need for full-time staff and faculty in all the programs. The Basic Skills and Writing Center are maintained by staff and faculty whose main commitment is to other areas.	With the reevaluation of the of the English and Math placement tests a better placement into Developmental courses is expected.  Discussions between members of the programs have developed several ideas that are going to be pursued. One idea is to require a lab component onto some of the basic level courses taught in the various departments.

		<p>advising them. In order to complete the course students must complete all the course work at a passing level. The courses are structured so that the student spends their time at the computer, working on problems at their stations or attending workshops covering specific topics. The content of the courses are periodically reviewed to make sure that the exiting skills match those of the entry level requirements for the next course or skill.</p> <p>The curriculums of all courses have been recently reviewed and it is expected</p>		<p>makes. Students are accessed to an entry level and then are able to advance at their own pace. Most students that enter the Developmental education courses benefit from the program so that the programs have never had an entry level problem. The existing requirements of the course are matched with entry level requirements for the next level. Different departments have had varying successes. The staff and faculty of all the programs are continually looking for improvements in the exit success rates without</p>		
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		<p>that all course curriculums will contain Student Learning Outcomes (SLO) by Fall of 2008.</p> <p>The placement test for the English department was reevaluated for cut scores in 2006 and the revaluations for the Mathematics department will be completed by Spring 2009.</p> <p>The Bridge Program has made contacts with the local high schools and works with preparing high school students for the placement tests.</p>		lowering the standards required.		
D.7.2	The entire trajectory of developmental course sequences (including	The course	In the Basic Skills Math course the	The staff and faculty of the	More staff and faculty. With more	More individualized instruction

	entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.	content is evaluated on cyclic bases. Instructional materials are periodically reviewed and updated. The course content at each level is evaluated and material may be moved from one level to another.	textbooks have recently been changed and evaluation of the new material is being done. Classroom sessions have been added to the courses to give a more detail explanation of a concept.	different programs have always one goal in mind and that is for the student to succeed in the programs. Since the classes are small an instructor is able to give individual help to the students. From these discussions recommendations for changes in the courses are reviewed.	staff and faculty greater attention to the individual student would be gained. Each student is different and the materials and methods used to instruct need to focus on the general. With more staff and faculty attention can be directed to those areas that a student may need more help going over.	
D.7.3	A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	Prerequisites in Student Learning Outcomes	Student Learning outcomes are being rewritten to include developmental curriculum	Collaborative discussions reflect new pedagogy	N/A	More collaboration

<b>Effective Practice D.8:</b> Developmental education faculty routinely share instructional strategies.						
	<b>Related Strategies</b>	<b>Where does it</b>	<b>What is the evidence that it</b>	<b>What is the impact</b>	<b>What are the barriers to</b>	<b>How might this be</b>

		<b>occur?</b>	<b>occurs?</b>	<b>and evidence thereof?</b>	<b>effective implementation?</b>	<b>enhanced/improved in the future?</b>
D.8.1	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	Department meetings to articulate SLO, Title V sponsored learning communities	Learning communities classes across disciplines ESL share instructional methods	Writing Center English tutors; Advanced Technology's new technology, such as Blackboard	Institutional support	Math Center—students transitioning from Math 10 to Math 50
D.8.2	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.	Learning communities—newly proposed with ESL/History/Guidance	Instructors can teach interdisciplinary courses	First Year Experience program	Need expanded First Experience programs, basic college orientation programs for taking on-line courses Adult Literacy needs furniture	Combine math, Basic Skills with Nursing program
D.8.3	Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	Add Basic Skills prerequisites for entry-level English and math	Faculty reviewing continuity of Learning Communities  Faculty exchanges at BSI meetings  Curriculum Palooza	Collaborative techniques	Science department needs more involvement	More learning communities needed with Science Dept.  Categorize students on degree track  Need mandatory degree track for developmental students  Title V collaboration with English faculty to write new grants/curriculum

<b>Effective Practice D.9: Faculty and advisors closely monitor student performance.</b>						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.9.1	Mechanisms exist to frequently and consistently provide course performance feedback to students.	SSPIRE counseling appointments; EOPS counseling appointments; concurrent enrolled students	SSPIRE counseling appointments; EOPS student educational plans; datatel reports	Students completing courses	Counseling feedback	More feedback is being initiated by EOPS, TRIO, SSPIRE, faculty conferences

D.9.2	Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	Learning communities DSPS, Early Alert, Blackboard, faculty midterms, ESL end-of-semester recommendations CAHSEE	Examples include Early Intervention reports	Student success in course completion	Learning communities tracking system enhancement needed	Tracking system for Learning communities—formal system needed

<b>Effective Practice D.10:</b> Programs provide comprehensive academic support mechanisms, including the use of trained tutors.						
	<b>Related Strategies</b>	<b>Where does it occur?</b>	<b>What is the evidence that it occurs?</b>	<b>What is the impact and evidence thereof?</b>	<b>What are the barriers to effective implementation?</b>	<b>How might this be enhanced/improved in the future?</b>
D.10.1	Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	Title V bilingual counselor orientation  ESL individualized student appointments	Accutrak	Greater student success	Tracking system needed	Tracking system ideas being dialogued with counseling support
D.10.2	Learning support services are visible and centrally located, minimizing marginalization and isolation.	Advanced Technology building houses all tutoring and learning support services	Accutrak	Advanced Technology building is open 8:30AM-10:00 PM  Increased student usage—numbers available at Spring '08 semester end from Accutrak	N/A	Tracking system ideas being dialogued with counseling support  Usage numbers at Spring '08 semester end will help identify staff needed for Advanced Technology building
D.10.3	Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	Supplemental instructor support by tutoring in English, math, ESL  Title V sponsored RAMJAM sessions-academic incentives; SSPIRE	Accutrak	Retention, student success rate	Student awareness of learning support services	Increased marketing/awareness of workshops/ support services

D.10.4	A formal referral system exists between academic and student support services.	Faculty and counselor initiation of referral form	Faculty and counselor referrals	Retention, student success rate	N/A	Faculty and staff using new referral form in appropriate situations
D.10.5	Tutoring is available and accessible in response to student needs/desires.	Advanced Technology building labs	Writing Center, math labs and ESL labs comprehensively support faculty curricula	Student usage of resources such as labs	N/A	Increased student usage
D.10.6	All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	Education 50 English 10 labs English 61 English 62	Tutor training	Students receive comprehensive tutor services	N/A	Education 50 is being revised-- Title V funded
D.10.7	An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	Advanced Technology Center houses the student labs and Teacher Learning Center	Accutrak	Technology Center provides faculty support feedback, discussions, dialogue	N/A	Advanced Technology building houses Teacher Learning Center that provides faculty awareness