Constructing a Framework for Success: A Holistic Approach to Basic Skills

Introduction
- How to use This Handbook
- Definition of Terms
- Further Info/Websites etc

Chapter 1  Who are Basic Skills Students?
- Student Portrait
- A little about demographics
- How well are we doing in addressing the needs of these diverse Basic Skills students?
  - Why MUST we improve these numbers?
  - What happens if we don’t meet these needs?

Chapter 2  Overview: Planning for Success
- Using and integrating existing data and plans
- A few useful definitions
- Campus organization that centralizes and coordinates
- So who has successfully coordinated these efforts?

Chapter 3  Starting Points: Digging the Foundation
- Where are you now? - faculty self-assessment and rubric
- Part I – Self Assessment (Instruction, Student Services and Administration)
- Part II - Where is your college?
• How do we build on these existing structures?

Chapter 4 Student Services: Redesigning the Structure
• The importance of coordination and guidance – student problems with executive decision making
• An example of a successful Program (EOPS & DSPS)
• Effective Practices within Basic Skills
• Assessing Student Services

Chapter 5 Effective Practices for all Disciplines: Common Building Materials
• A Little Background: Neuroscience and Learning Theory
• Key Findings on Learning Research
• Student Preconceptions and Misconceptions
• Mastery of Content Specific Information
• Active Learning
• Deep Learning
• Assessment and Learning
• Metacognition
• Student self-assessment: A metacognitive strategy
• More metacognitive techniques for college readiness
• Student learning styles

Chapter 6 Integrating Student Services and Instruction: Functional Wiring
• A Necessary Foundation: Learning about Developmental Learners
• Traditional Silos of Practice Versus Holistic Student Development
• Transformational Learner Development: Integration of Instruction and Support Services
• Student Directed Programs
• Faculty Directed Collaboration Activities
Chapter 7 Effective Practices English : Specialty Supplies

- A Little More Background
- The Writing Process
- Writing Practice
- Tips and Tricks
- Research Backed-Practices
- Writing Strategies
- A Twist on Integrated Reading and Writing
- Departmental Integrated Reading and Writing
- Professional Organizations
- Assessment
- Completing the Assessment Loop

Chapter 8 Effective Practices ESL : Specialty Supplies

- Introduction
- Some Facts and Figures
- Acquiring a Second Language
- Important Facts about Generation 1.5 Language Learners
- California Pathways Standards
- Getting to Know your Students
- Preparing your ESL Students for College Success
- Writing
- Listening and Speaking

Chapter 9 Effective Practices Mathematics : Specialty Supplies

- Introduction to New Perspectives in Teaching Mathematics
- A Place for All Mathematics Students and Faculty to Start: Pólya’s 4-step problem-solving process:
  - Understanding the problem
  - Developing a plan to solve the problem
  - Carrying out the plan
  - Looking back to see if you solved the problem
• Creating a Mathematics Course that Focuses on Success Using Student Learning Outcomes

• Assessing SLOs: Creating Success
• Effective Practices: Creating a Mathematics Course that Focuses on Success Using Student Learning Outcomes
• Using Rubrics to Clarify Expectations for Work in Mathematics and Enhance Success
• Looking Back to See if We have Solved the Problem

Chapter 10 Effective Practices Reading: Specialty Supplies

• The Reading Process
• Effective Practices in Reading
  o Metacognitive Practices in Reading
  o Before Reading Strategies
  o During Reading Strategies
  o After Reading Strategies
• Specific Approaches that Employ Metacognitive Techniques
• Integrated Reading and Writing
• Reading and Mathematics

Chapter 11 Basic Skills and Noncredit: Constructing A Bridge to College and Career Opportunities

• Who are Noncredit Students?
• A Little Background
• Who Offers Noncredit?
• How Many Community College Students are Enrolled in Noncredit?
• The Need for Noncredit for High School Students
• Instructional Delivery
• Funding for Noncredit
• College Transitions
• Noncredit Student Services
• Noncredit ESL Pathways
• Effective Practices in Noncredit Basic Skills and ESL
• Curriculum
Chapter 12 Shoring up the Rebar: Interdisciplinary Approaches (coming soon)
  • Cohort Groups
  • Learning and Tutoring Labs

Chapter 13 Working with Basic Skills Students in Career Technical Education:
  Completing the Building Part I (coming soon)

Chapter 14 Working with Basic Skills Students in Transfer Courses:
  Completing the Building Part II (coming soon)
  • Science
  • Social Science
  • Health
  • Nursing
  • Humanities

Chapter 15 Course Assessment Basics: Evaluating Your Construction
  • Assessment as an Advocate
  • SLOs
  • Formative vs. Summative Assessment
  • Direct vs. Indirect data
  • Assessment
  • Closing the Loop

Chapter 16 Advanced Assessment: Multiple Measures (coming soon)
  • Learning Communities
  • Writing, Reading, ESL and Tutoring labs
  • Setting Pre-requisites
  • Interdisciplinary Program coordination
  • Basic Skills Programs as a whole
  • Capstone Courses

Chapter 17 Supporting Adjunct Faculty
  • The Role of Adjunct Faculty in Basic Skills
• Adjunct Survivor Tips: Getting Organized
• Use Professional Organizations to Keep Up To Date

Chapter 18 More on Basic Skills Coordinators: Sustaining the Architect

• Survey Data

• Job Description checklist

• Resources on Hand (ARCC data, BSI Action Plan, MIS data, Equity Plan, CSS web site, Places to go for Help (list serve, trainings, campus resources, ASCCC resources)

• Baseline measurements 101-104 in poppy copy

Chapter 19 Administrative Role in Basic Skills Programs: Earthquake-proofing the Structure

• Effective Practices
• Funding the Effective Practice
• Present Basic Skills Funding Allocations
• More on Funding Categories
• Complementary Funding and Support Services
• Implementing the Downstream Cost/Revenue Model (coming soon)

Chapter 20 Where to go from here: Maintenance and Expansion

• Re-do Self Assessment: Where are you now?
• Sustaining the Effort
• Professional Development
• Where to go to further your learning
• List serve resources

Chapter 21 Workshops to Order: Renewing Your Supplies in Specific Areas (coming soon)
Welcome to Constructing A Framework for Success: A Holistic Approach to Basic Skills, a handbook for faculty, student services personnel and administrators working with basic skills students. Because research in California tells us that 70-85% of our entering students assess into basic skills courses in one or more areas, we know that helping them to achieve collegiate level is a task for everyone. Each of us are contributors to the college framework that houses those student’s academic dreams. This handbook is for those of you with construction tools in your hands, the ones who are actively working to help these particular students succeed. You are the important folks striving to provide students with the skills needed to reach the penthouse suite of their academic goals. Some of you may be teaching specific basic skills courses or teaching transfer courses that include basic skills students, staffing tutoring labs, providing student services, helping to develop Basic Skills Action Plans or acting as a Basic Skills Coordinator. Our goal is to honor your hard work and to excite you with new building techniques to try.

Why This Handbook?
In The State of Basic Skills Instruction in California Community Colleges (2000), “Grubb and Associates, in a national study based on observations of community college classes, found the best and the worst teaching in this arena. Instruction ranged from “the most inspired student- and learning-centered approaches and the most deadly drill-and-kill classes” (Grubb, p. 174).¹ They cited the need for citizens and legislators to recognize the difference between the popular notion that institutions have “dumbed down” courses to match lowered student and instructor expectations and a carefully designed and rigorous course of remediation. They conclude, “we can see that developmental [i.e., basic skills] education is one of the most difficult teaching challenges and needs to be rescued from its second-hand status.”² Instead, pre-collegiate assessment and basic skills education acts like those regular building inspections during construction, examining weaknesses and then rebuilding foundational skills for a longer lasting more successful college career.

² The State of Basic Skills Instruction in California Community Colleges. The Academic Senate for California Community Colleges April 2000 retrievable at http://www.asccc.org/Publications/Ppr.asp
The California Community College Chancellor’s Office Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills (2008)\(^3\) captured what is happening here in California. It stated, “Assisting underprepared students to be successful in college-level work is essential to the mission of the California Community Colleges. Research indicates that our colleges have many successes which are laudable. More than any other postsecondary segment in California, the community colleges exemplify the spirit of the California Education Code Section 66201 which affords each able Californian an unparalleled educational opportunity:

\[\text{"It is the intent of the Legislature that each resident of California who has the capacity to benefit from higher education should have the opportunity to enroll in an institution of higher education. Once enrolled, each individual should have the opportunity to continue as long and as far as his or her capacity and motivation, as indicated by academic performance and commitment to educational advancement, will lead him or her to meet academic standards and institutional requirements."}\]\(^4\) (p. 32)

California is unique in that we are obligated by the Education Code to provide basic skills instruction. The Legislature has recognized that mission and its vital importance by funding the Basic Skills Initiative (BSI), a multi-year effort to improve curriculum, instruction, student services, assessment, program practices and campus culture in the areas of ESL and basic skills across the state.

This handbook is part of that BSI effort. It is packed with the kinds of specific strategies that Grubb and Associates lauded in their study: think of it as a tool kit. Many practices are designed for you to use immediately, while others, such as successful programs, will give you ideas for more long-term approaches for student success. Every strategy listed in the workbook has a track record of proven success at a California community college or is brand new, created by a statewide team of expert teachers, waiting for you to test. Each of these is accompanied by an assessment that you can use to see if the strategy will work in your particular wing of the building (look for the measuring man symbol).

Since every college and indeed, each course section is unique and different, built from the construction materials that arise from the needs of your particular students, it’s important for you to critically determine whether a specific technique or program works for your students, by assessing the outcomes. Yes, this is the same kind of assessment we do to meet accreditation standards and educational best practices. These assessment results can act as an advocate, improving student learning and helping you to gain funding for the good work you’re doing with your students. (There is more about assessment in Chapter 15 and assessment samples in each discipline specific chapter.)

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\(^3\) Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills. Board of Governors of the California Community Colleges, Academic Affairs Division of the System Office, January 2008

\(^4\) ibid
Some Pertinent Definitions
Before diving into the building process, we need to clarify some definitions.

Just what exactly do we mean by basic skills?
Unfortunately, the definitions vary. Title 5 § 55202d defines basic skills course as:
“those courses in reading, writing, computation, learning skills, study skills, and English as a Second Language which are designated by the community college district as non-degree credit courses pursuant to § 55002(b) of this Part.”

However, not all community colleges agree about what should be designated as basic skills. For the purposes of this handbook, we are using the definition of basic skills proposed in Basic Skills as a Foundation for Success in California Community Colleges (2007): Basic Skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”

What are we referring to when we use the term “student success?”
For the purposes of this handbook, we do not define student success as the grade of C or better in a course. We mean it in a much broader context. What have students learned in a class, from an entire program or an encounter in Student Support Services or the library? What do students need in order to successfully complete their academic dreams? Think beyond grades. “Success” includes attitudes toward learning, specific skills such as time management or organization, social abilities and content knowledge. Student success occurs inside the classroom and out. Everyone working on a campus contributes to student success, either directly or indirectly, in one way or the other.

What about the term “Effective Practice”?
Basic Skills as a Foundation for Success in California Community Colleges (2007) (sometimes called “The Poppy Copy” in reference to its orange cover) defined effective practices as “organizational, administrative, instructional or support activities engaged in by highly successful programs, as validated by research and literature sources relating to developmental education.” The Poppy Copy divided those practices into four major areas and listed specific examples of each, taken from colleges across the state. In this handbook, an effective practice may include those specific strategies already listed in the Poppy Copy but also refers to practices that have developed since it was published. An effective practice is a teaching and learning or student support services strategy that has been shown to be successful for basic skills students. An emerging practice is a good idea, a strategy that is just now being explored, without data to demonstrate its effectiveness.

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6 ibid
Finally, what do we mean by assessment, accompanied by the graphic of the measuring man?

The word “assessment” does not refer to the important act of placing a student in the right English or math class when he or she enters a college. Placement Assessment, while impacting basic skills students in a major way at the beginning of their college career, is not the emphasis here. Rather, we mean assessment as an activity used to gauge how well students are doing at the end of a specific class session, the end of a course or program or even at the end of an entire college experience. Assessment answers these kinds of questions: What have students learned? What needs and issues have been revealed by their performance? Most importantly, what can you do to help them improve? Assessment is an on-going process aimed at improving student learning. It asks that faculty and student service providers make their learning expectations explicit and public, measure whether students have met them and then make changes to the teaching-learning process based on the results. The three steps compose what is sometimes called “closing the assessment loop.”

Before you drop this handbook and run screaming from the room, let us remind you that this is what good academic practitioners always do. How many times, at the end of a class meeting, a counseling session or a college governance meeting, have you run over the experience in your mind, evaluating what went well and what you’d do differently next time? Assessment simply formalizes that process, asking you to think about what you’re doing in the classroom, your department or college in a more systematic way. And here’s the good news: for basic skills faculty and staff, assessment can also act as a very effective advocate. We know that the work you do is often undervalued or misunderstood. Assessment results, when shared with those in charge of college planning or allocating resources, not to mention the public or even state legislators, can be a powerful persuader for more funding, better equipment or the creation of innovative programs. We know of an English department that received funding to bring in a national expert on integrating the teaching of reading and writing when assessment results revealed that students, both basic skills and transfer, weren’t thinking critically because they couldn’t read well. Another college conducted an assessment to see how many students were unable to see a counselor to get help with registration. The numbers were huge. As a result, the college put the time and resources into developing an on-line process to provide “just in time” counseling. The on-line process now serves as many students as in-person counseling, and enrollments at the college have increased. Assessment can be your best friend.

But wait, you say. Isn’t assessment just another educational fad or worse, a political imposition from folks who don’t have any idea of what we do? Isn’t this No Child Left Behind in another guise? The answer is no. Across California, community college faculty have been defining assessment as a proactive, faculty driven process to explore our work in greater depth, to dialogue together about what we do and to help us improve. When done effectively, assessment is a tool that can enrich our colleges. As faculty have defined it, assessment includes:

Introduction

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Examining pedagogy and curriculum – Am I teaching the right content in the best way? Is the educational experience full of accurate and current material, correctly targeting the student populations I teach?

Measuring student study skills and commitment – How committed are my students to learning? Are they aware of the ingredients necessary to be successful in college?

Gauging faculty awareness of student needs and effective teaching strategies -- What kinds of attitudes do other faculty hold about students? What do they know about effective practices that have been shown to help them? What do they see as their own responsibility in helping students achieve their academic dreams?

Evaluating student abilities at the beginning of an academic endeavor and then looking at them again after it is finished -- What do my students know when they begin my class or program? How can I get a sense of the varying levels of student knowledge, skills and values before they tackle new material? What have they learned and what can they do as a result of this educational experience?

Assessment is NOT:

- An end in itself or busy work that has no relation to teaching and learning.
- A means to evaluate individual faculty or staff.
- A way to impinge on academic freedom.
- A solution to every problem on campus or an answer to all questions about students and learning.

Here is an example of how assessment can work in your favor. At a recent Carnegie meeting discussing the importance of assessment data and student information, Myra Snell, mathematics instructor at Los Medanos College, reported “This information was instrumental in several changes: We established a prerequisite for elementary algebra, changed scheduling patterns in the math department, and are now experimenting with different modes of instruction for basic skills curriculum”(Hutchinson & Shulman, 2007).

A very great deal has been written about the assessment of student learning outcomes. We will attempt to cover some of the basics in this handbook in Chapters 15 and 16, using examples from basic skills courses and programs, but this is only a beginning. You will probably want to know more. Two user-friendly resources on the web are Assessing Student Learning in Higher Education by Dr. Janet Fulks at online.bakersfieldcollege.edu/courseassessment/default.htm and Cabrillo College’s SLO web site at pro.cabrillo.edu/slos/index/html. An additional website with examples

of evidence-based practices throughout California Community Colleges may provide useful models for specific disciplines or services http://css.rpgroup.org/index.php

How to Use This Handbook

This workbook is like a building plan, organized into different areas, floors and wings. If you are brand new to teaching basic skills courses or a transfer instructor whose classes are increasingly filled with basic skills students, you may want to start from the beginning and work through each chapter in chronological order. If you are an experienced builder but new to the idea of assessing your “constructions” or practices, you might want to start with the either Chapters 4 and 6 (for student service providers and faculty) or Chapter 5 (for discipline faculty) and then move on to the effective practices for your discipline Chapters 7-14. Administrators may find Chapters 2, 3, 6 and 19 the most helpful while Basic Skills Coordinators may want to start with Chapters 2, 3, 6 and 18 and then move on to other relevant chapters.

More Information

We are only at the beginning of gathering the effective practices and assessments that are listed in this handbook. Think of this as a builder’s guide-in-progress. We are collecting effective practices and will host them on a website at Basic Skills Initiative http://www.cccbsi.org. In addition, you can help us continue to build this builder’s guide by listing the effective programs and practices at your college on the new ASCCC BSI survey. The Basic Skills Initiative, funded by a grant from the California Community Colleges Chancellor’s Office, is developing a web-based resource to showcase successful programs, strategies and projects that increase success rates of basic skills level students, and professional development programs.

While there are a number of projects demonstrating student success across the United States, a repository containing data-driven effective practices accessible to all does not exist. Many times educators search different websites to gather useful research. It is anticipated that this database will provide educators with this important resource at one location.

One of our goals is to include at least one program, strategy, and/or project from each California community college that is data driven and supported, as well as other successful programs from across the United States. However, we need your assistance in collecting the information. As many of us know, there is a lot of good work happening in developmental education. We can all learn by sharing.

The survey link is:
http://www.surveymonkey.com/s.aspx?sm=WHXjfsLZpJh3JrVm0zMUBKw_3d_3d

You may also find additional help at the website or in the papers listed below:

Basic Skills Initiative http://www.cccbsi.org

*The State of Basic Skills Instruction in California Community Colleges.* The Academic Senate for California Community Colleges April 2000 retrievable at http://www.asccc.org/Publications/Ppr.asp

Issues in Basic Skills Assessment and Placement in the California Community Colleges
The Academic Senate for California Community Colleges ASCCC Fall 2004 retrievable at http://www.asccc.org/Publications/Ppr.asp

Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills. Board of Governors of the California Community Colleges, Academic Affairs Division of the System Office, January 2008
Chapter 1

Who are Basic Skills Students?

If we asked you to define the basic skills student in California, what would you say? Stop for a moment and imagine a typical developmental level student, perhaps one with whom you’ve worked or taught. What does he or she look like? What are his or her academic needs? Use the chart below to complete your portrait.

Student Portrait
Place a check in all the boxes that apply to your image of a typical basic skills student in California.

- New student; recently graduated high school seniors
- Adult student from the workforce
- Immigrant student
- First generation college student
- Particular cultural or ethnic group
- Student with learning disabilities
- Student scoring at a basic skills level on placement tests
- Student who uniformly require help in all basic skills areas
- Remedial student from the CSU and UCs
- Student who may require discrete or focused help in a single area (ESL, reading, writing, mathematics, study skills) while having adequate collegiate or advanced skills on another area
- All of the above

Now, picture the moment this student stepped on to your campus. What dreams have impelled him or her to come? What courage might it take to face the bewildering maze of registration and assessment procedures for the very first time?

Take the image one step further. Imagine the moment this student hears that he or she has assessed into basic skills.

Now, their college education has taken a turn. As you probably know from direct experience, assessing into basic skills may be confusing or carry a stigma for many students. Certainly, their dreams may require adjustment because now they cannot take the college classes they’d intended to register
for because they do not fulfill the pre-requisites. They may require many more classes, a longer period of time to complete their degree and more tuition fees than they had originally planned. For adult learners, this may mean that they cannot advance in employment as soon as they had hoped. Some immigrants, regardless of their skills, capabilities or educational preparation in their home country, may not be able to succeed at work or school here because their pronunciation is not clear or their writing needs focused attention.

But what will acquiring these basic skills mean? Flash forward many semesters and imagine the student you first pictured at graduation. Perhaps he or she has hugged you after receiving a certificate or diploma or written you a little note to let you know about successes that occurred after leaving your college. Though the rigor of our work sometimes makes us forget, we all know students who are proof positive that mastering basic skills unlocks the door to all higher education, creating a ladder toward jobs that will sustain life above the poverty line. Perhaps you are one of those stories yourself, which is why you are so committed to working with this population. You know that acquiring basic skills provides entry or promotion in occupations that will also provide financial security. On a larger scale, these skills also create an educated citizenry, so crucial in our bewildering and fast-changing world. Finally, mastering basic skills have also been shown to create a pathway to success for the children of these students. No wonder the Board of Governors recently commented,

“More than any other postsecondary segment in California, the community colleges exemplify the spirit of the California Education Code Section 66201 which affords each able Californian an unparalleled educational opportunity:

'It is the intent of the Legislature that each resident of California who has the capacity to benefit from higher education should have the opportunity to enroll in an institution of higher education. Once enrolled, each individual should have the opportunity to continue as long and as far as his or her capacity and motivation, as indicated by academic performance and commitment to educational advancement, will lead him or her to meet academic standards and institutional requirements.'

To this end, it is imperative that the community colleges continue to move forward with efforts underway to make improvements in ESL and basic skills. The MIS data reveal that for the 2006-07 academic year, close to 70% of the students enrolled in credit and noncredit ESL and basic skills courses were Hispanic/Latina/o, Asian/Filipino/Pacific Islander and African-American. Leading basic skills and ESL students to succeed in college is critical to the achievement of educational equity and to the state’s long-term social and economic health.”

If you forget occasionally that what you are doing is important work, this is a reminder. The student you pictured at the opening of this chapter is depending on you and your college to make a life of

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1 Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills. Board of Governors of the California Community Colleges, Academic Affairs Division of the System Office, January 2008 pp. 32-33
meaning and security. The building that we create to house his or her academic dreams will impact not only the individual student, his or her children but also you and me, our community, our state and even our nation.

In order to plan that structure or shore up the one we have already built, we need to examine more closely who basic skills students are across the entire state and get a firmer handle on how well we’re doing addressing their needs.

We’re now going to throw a bunch of numbers at you. If you begin to feel bewildered, your head swimming as you try to make sense of these figures, go back to picturing basic skills students you actually know. Remember their stories, their challenges and triumphs. See their individual faces. Let’s take a look at who we are all working so hard to serve.

**Demographics**

One of the first things we know about basic skills students is that there are no standard descriptors. According to the data we have, the correct answer to the quiz at the beginning of this chapter would be to check every box in quiz or All of the above. Even this does not capture the diversity among our basic skills students! The students enrolling in the basic skills courses are predominantly Hispanic/Latina/o, Asian/Filipino/Pacific Islander and African-American. Consideration of basic skills students’ needs and success is an essential component of providing equity for all Californians.

The unduplicated headcount for California Community Colleges 2006-2007 academic year was 2,621,445 students. We are the largest higher education system in the world! Like colleges all across the country, the California Community Colleges assess 70% to 85% students into a pre-collegiate level in one or more of the basic skills areas.
Remember, we are defining basic skills as “those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”

Loosely translated, this could mean, that unless those basic skills needs are completely addressed in the first year, approximately 1.82 to 2.08 million students in the California Community College System may be basic skills. Is it possible that in any class on campus, during daily interactions in counseling, at any given moment in the library or bookstore, that you are interacting with basic skills students? Yes! The overwhelming percentage of students requiring training in one or more basic skills dictates that 70-80% of every function on a college campus involves a basic skills student. And yet in the academic year 2006-2007, only 719,482 students (27.44%) were enrolled in at least one credit or noncredit basic skills and/or ESL course; 326,478 enrolled in credit courses and 393,004 enrolled in noncredit course.

Where were the rest of those basic skills students? They were attending non-basic skills courses!

**How diverse are Basic Skills students?**

The chart on the following page provides data about the students enrolled in credit and non-credit basic skills courses. These data tells us that basic skills students registering for classes are not equally represented by ethnicity and do not always approximate the total percentage represented in the system.

- Compared to the 7.49% African-American students system-wide, 11.24% are enrolled in credit basic skills and far fewer in non-credit basic skills.
- Asian/Filipino/Pacific Islanders enroll in basic skills classes at a higher rate than their percentage in the general population, and they tend to enroll in the non-credit basic skills courses at a slightly higher percentage than in credit basic skills.
- Hispanic/Latina/o students enroll in both credit and noncredit basic skills at much higher rates than the system-wide percentages.
- Whites enroll at much lower rates in basic skills classes whether credit or noncredit.

Significantly, the percentage of students enrolled in non-credit seems to be an essential starting point for Asian/Filipino/Pacific Islanders and Hispanic/Latina/o basic skills students. Adequately supporting, funding and assessing this noncredit coursework is an important legislated responsibility in providing opportunity for all individuals to higher education (Education Code Section 66201).

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3 Information from the *Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills*. Board of Governors of the California Community Colleges, Academic Affairs Division of the System Office, January 2008
## Table 1
California Community College Academic Year 2006-2007
Headcount of Students System-wide as Compared to Students Enrolled in Credit and Non-credit by Ethnicity

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>% OF TOTAL HEADCOUNT (Total Unduplicated headcount)</th>
<th>% OF TOTAL ENROLLMENT in Credit Basic Skills &amp; ESL (total headcount)</th>
<th>% OF ENROLLMENT in Non-credit Basic Skills &amp; ESL (total headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>7.49%</td>
<td>11.24%</td>
<td>6.23%</td>
</tr>
<tr>
<td></td>
<td>(196,449)</td>
<td>(36,688)</td>
<td>(24,470)</td>
</tr>
<tr>
<td>ASIAN/FILIPINO/PAC ISLANDER</td>
<td>16.40%</td>
<td>17.00%</td>
<td>19.39%</td>
</tr>
<tr>
<td></td>
<td>(429,897)</td>
<td>(55,529)</td>
<td>(76,208)</td>
</tr>
<tr>
<td>HISPANIC/LATINA/O</td>
<td>28.79%</td>
<td>41.40%</td>
<td>43.72%</td>
</tr>
<tr>
<td></td>
<td>(754,708)</td>
<td>(135,156)</td>
<td>(171,821)</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>0.86%</td>
<td>0.92%</td>
<td>0.54%</td>
</tr>
<tr>
<td></td>
<td>(22,433)</td>
<td>(2,987)</td>
<td>(2,115)</td>
</tr>
<tr>
<td>OTHER, NON-WHITE</td>
<td>1.98%</td>
<td>1.99%</td>
<td>1.89%</td>
</tr>
<tr>
<td></td>
<td>(51,999)</td>
<td>(6,485)</td>
<td>(7,420)</td>
</tr>
<tr>
<td>WHITE</td>
<td>35.40%</td>
<td>22.57%</td>
<td>18.69%</td>
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<tr>
<td></td>
<td>(928,056)</td>
<td>(73,702)</td>
<td>(73,459)</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>9.08%</td>
<td>4.88%</td>
<td>9.54%</td>
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<tr>
<td></td>
<td>(237,903)</td>
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<td>100%</td>
</tr>
<tr>
<td></td>
<td>(2,621,445)</td>
<td>(326,478)</td>
<td>(393,004)</td>
</tr>
</tbody>
</table>


**What about gender?**

The overall percentage of female students (54.8%) is greater than male students in our system as a whole. This same pattern in Credit and Noncredit classes exists with just a slightly higher percentage of females (57.33). See the chart in Appendix I that displays system-wide data. Basic skills students are not typified by sex.
How many are citizens?

The Report on the System’s Current Programs in English as a Second Language (ESL) and Basic Skills (2008) provides information about the citizenry of the students in Basic Skills. Approximately 55.3% are citizens, 17.89% are non-citizens, 12.34% are other, and 14.47% are of unknown citizenry. Appendix I shows detail about the number and percentage of citizen and non-citizen students enrolled in basic skills and ESL credit and noncredit courses. It is important to note that the over-representation of Hispanic/Latina/o students and of non-U.S. citizens in basic skills can be attributed to the inclusion of ESL courses in the definition of “basic skills.” Basic skills students cannot be typified by citizenry.

How about age?

Finally, in terms of age, basic skills student represent the spectrum, with about one quarter in the recently graduated high school age group and another large group represented by all those over 26 years of age. Overall, students 21 and younger represent 44.49% of the basic skills students, while 26 years of age and over are 40.57% of the basic skills students. Appendix I indicates detail on specific age groups. Basic skills students cannot be typified by age.

So, how well are we doing in addressing the needs of these diverse Basic Skills students?

One way to determine how well our present strategies are working is to look at the success rate of students enrolled in basic skills and ESL. basic skills student success data over the last six years have not changed significantly. The table below provides success rates reported by the California Community College System Office for all ESL, English, Mathematics, and all courses coded as basic skills over the last six years. By success, we mean receiving a C or better or a pass in a course.

The success rate fluctuates slightly, but overall the classes show a success rate averaging around 61.34% in the combined basic skills area.

In 2006-07, the highest success rate was in the area of ESL, slightly over seventy percent (70.6%). And, though the changes are small, the total success rate has gone down overall. Half a percentage point represents a large number of students. The appendix contains a summary of success in all basic skills, non-basic skills and pre-collegiate courses by disciplines. However, the following table provides the trends in success for the last six years in basic skills courses. Table 2 below summarizes the success rates over the last five years in the Basic skills areas.
Table 2
California Community Colleges Academic Year 2001-02 to 2006-07
Student Success Rates in Basic Skills and ESL

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ESL Success Rate</th>
<th>English Success Rate</th>
<th>Math Success Rate</th>
<th>Total Basic Skills Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-02</td>
<td>68.7%</td>
<td>59.5%</td>
<td>53.7%</td>
<td>61.2%</td>
</tr>
<tr>
<td>02-03</td>
<td>69.8%</td>
<td>60.7%</td>
<td>56.2%</td>
<td>62.7%</td>
</tr>
<tr>
<td>03-04</td>
<td>69.8%</td>
<td>60.5%</td>
<td>55.1%</td>
<td>62.2%</td>
</tr>
<tr>
<td>04-05</td>
<td>69.7%</td>
<td>59.4%</td>
<td>53.7%</td>
<td>61.3%</td>
</tr>
<tr>
<td>05-06</td>
<td>69.9%</td>
<td>58.8%</td>
<td>52.5%</td>
<td>60.6%</td>
</tr>
<tr>
<td>06-07</td>
<td>70.6%</td>
<td>59.3%</td>
<td>52.2%</td>
<td>60.5%</td>
</tr>
</tbody>
</table>


Let’s look at that number again. Only an average of 61.34% of basic skills students receive a C or better in a course. Is that a success? There is great debate on the issue. What do you think? Record your thoughts in the box below:

What if you discovered that when you looked at these success rates certain groups of students were failing at higher rates? Data for populations suggest that we need to alter our strategies to help some students in different ways. These data do not suggest that we “lower the standards so more can succeed.” However, we know that different learning styles test differently. To help our students succeed, to improve the health in California’s economy, we must look at these success rates and adapt different teaching methods.

Successful Completion Rates
Another way to look at success is to determine how many students who started in Basic Skills in a specified year (called a cohort) successfully completed specific outcomes years later. If we define those outcomes as completion of a degree, a certificate or transferring we get a picture of their
success over time. Let’s look at students who were enrolled in basic skills classes in 2001-2002 and track their successful outcomes for five years.

Table 3 shows these cumulative outcomes by ethnicity. It is evident that ethnic groups achieve these outcomes at different rates. For example, 43.1% of Filipino students who originally began in basic skills eventually earned a degree, certificate or transferred, while only 20.17% of Latina/os did. Truly examining these differences can help us to meet the differing needs of our diverse students.

And it’s imperative that we do so. Satisfaction with the successful outcomes of some students, without looking at those who are not succeeding, has the potential to disenfranchise populations that require different types of support and opportunities. Our legislated mandate and the best practices required in accreditation all speak to meeting the needs of all our diverse populations while maintaining high standards.

Table 3

Student Progress to AA/AS Degree, Vocational Education Certificate, or Transfer to A Four-Year College or University,

Fiscal Year 2001-02 to Fiscal Year 2006-07

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrolled in Basic Skills 2001-02</th>
<th>% of total originally enrolled in Basic Skills</th>
<th>% of total originally enrolled in Basic Skills in 2001-2002 that earned an AA/AS by 2006-2007</th>
<th>% of total originally enrolled in Basic Skills in 2001-2002 that earned a vocational certificate by 2006-2007</th>
<th>% of total originally enrolled in Basic Skills in 2001-2002 that transfer to a four year college by 2006-2007</th>
<th>% of total originally enrolled achieving any of these outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>60,673</td>
<td>7.75%</td>
<td>12.90%</td>
<td>3.56%</td>
<td>13.37%</td>
<td>29.82%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>114,296</td>
<td>14.61%</td>
<td>13.68%</td>
<td>3.64%</td>
<td>20.10%</td>
<td>36.27%</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>21,698</td>
<td>2.77%</td>
<td>18.30%</td>
<td>4.88%</td>
<td>4.02%</td>
<td>43.12%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>311,148</td>
<td>39.76%</td>
<td>9.26%</td>
<td>2.40%</td>
<td>24.59%</td>
<td>20.17%</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>6,010</td>
<td>0.77%</td>
<td>13.89%</td>
<td>3.68%</td>
<td>0.71%</td>
<td>30.28%</td>
</tr>
<tr>
<td>OTHER, NON-WHITE</td>
<td>14,158</td>
<td>1.81%</td>
<td>14.37%</td>
<td>2.97%</td>
<td>2.68%</td>
<td>37.72%</td>
</tr>
<tr>
<td>PACIFIC ISLANDER</td>
<td>4,255</td>
<td>0.54%</td>
<td>14.52%</td>
<td>3.20%</td>
<td>0.75%</td>
<td>36.59%</td>
</tr>
<tr>
<td>WHITE</td>
<td>194,440</td>
<td>24.85%</td>
<td>16.25%</td>
<td>3.72%</td>
<td>34.40%</td>
<td>39.03%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>55,847</td>
<td>7.14%</td>
<td>7.94%</td>
<td>1.69%</td>
<td>5.23%</td>
<td>19.73%</td>
</tr>
<tr>
<td></td>
<td>782,525</td>
<td>12.24%</td>
<td>3.04%</td>
<td>5.23%</td>
<td>29.04%</td>
<td></td>
</tr>
</tbody>
</table>

All of the students were enrolled in at least one basic skills course in 01-02.
The transfer students earned at least 12.00 transferable units at a community college.
Appendix II shows a detailed list of success for course completion by discipline (TOP code) for students assessed as basic skills compared to non-basic skills students. This table has a lot of variability; one biology course may have a prerequisite of college level reading while another may not, ultimately affecting the outcome. As we stated in the beginning of this chapter, most of our classes, regardless of discipline probably contain a number of basic skills students trying to be successful in college-level courses without all the necessary skills.

What do you think about these different rates? Are there things we can do to support the students’ success in completing these benchmarks? Of course, we all know that there are complex factors that contribute to a student’s success, many outside of school and far beyond our control, but each of these attainments relates directly to the future earning power of these students and the health of California. Take a moment to write down your ideas in the box below. Picture the students that you know.
Why MUST we improve these numbers?

One factor that may influence our success rates has to do with the dynamic effect of demographic and population changes. In California, the largest growing population of basic skills students are Latina/os, in both community colleges and K-12.

![Latina/o Students’ Share of California Enrollments](image)


If we examine the success of Latina/o students, we see an interesting impact on community college student demographics. In their study of the importance of the transfer process for Latina/o community college students, Martha A. Rivas, Jeanette Peréz, Crystal R. Alvarez, and Daniel G. Solorzano report that 75% of college-going Latina/o students will go to a community college (see figure 2).4

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But here is the shocking news “Of the 75 at community colleges, only about 7 on average will transfer — 6 to Cal State campuses and 1 to a University of California campus.”

In Table 3 we learned that Hispanic students represent the largest number of basic skills student (39.76%), yet they have lowest success rate (20.17%). If we simply continue to do what we have always done, our success rates will decline. We must address our lack of success! And we must address it at it applies to our fastest growing population of students in order to ensure a healthy California.

![Diagram of the Latino California Community College Pipeline, 2002-03](image)

*Figure 1. The Latino California Community College Pipeline, 2002-03*


A community college professor remarked, “As a Hispanic female, I’m very aware of where my classmates are. I was the only female who finished college out of my small graduating class. When I look at the statistics, I see that Latina/os work the most and get paid the least. At the very bottom are females. These things get to me. In the decade since the U.S. Secretary of Education declared an emergency in Latina/o education, there hasn’t been any improvement.”

The Board of Governors of the California Community College System agrees that improvement is needed. After looking at these success rates, they have concluded that, “While many colleges offer quality programs in ESL and basic skills, there is a need to enhance these programs in order to increase student success in the ESL and basic skills courses, which do serve as the pathway to program and degree completion, transfer, and entrance in the workforce for a large number of...”

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entering students… A number of strategies might be considered as colleges take steps to improve ESL and basic skills.6

What happens if we don’t meet these needs?

Before we go on to Chapter 2: An Overview, which asks you to look at the statistics and equity plans for your individual college and the later chapters which detail effective strategies for working with basic skills students, let’s take a moment to imagine what California might look like if we don’t meet the needs of basic skills students.

“In the early part of the twentieth century, education focused on the acquisition of literacy skills: simple reading, writing, and calculating. It was not the general rule for educational systems to train people to think and read critically, to express themselves clearly and persuasively, to solve complex problems in science and mathematics. Now, at the end of the century, these aspects of high literacy are required of almost everyone in order to successfully negotiate the complexities of contemporary life. The skill demands for work have increased dramatically, as has the need for organizations and workers to change in response to competitive workplace pressures. Thoughtful participation in the democratic process has also become increasingly complicated as the locus of attention has shifted from local to national and global concerns.” p.4 7

Students requiring attention to these basic skills now represent the majority of the students that we see at our colleges. As you know, in our state, funding for non-credit and basic skills courses has always been significantly lower than for credit courses. Some citizens and legislators believe that providing funding for community college students who are under-prepared for college is like paying twice, the perception being “that the state may be paying again for what it has already paid for in high school” (Lazarick) (qtd. The State of Basic Skills Instruction in California Community Colleges ASCCC April 2000).

This concern about paying twice for these students falls far short of reality. Without the education California’s economic health will decline, and we will see a widening gap and classification among our citizens. According to America’s Perfect Storm (2007), we have three major storm fronts washing over California and the nation:

1. A burgeoning population that does not have basic skills in literacy and mathematics.
2. An economy that increasingly favors employment of workers with high technical skills.
3. A tsunami-sized demographic shift with the highest immigration rates in the last 100 years.

These factors are supported by data that show that that a growing proportion of our population have low literacy skills. In fact, America’s Perfect Storm (2007) provides data that establish that “half of

America’s population lack literacy skills needed for the 21st century.” California needs more skilled workers to remain global economic leaders. Statistics show that the once competitive global economy of California is falling behind competitors. The authors of America’s Perfect Storm conclude that this is magnified by the large demographic shifts in ethnic populations, the low and inadequate literacy and numeracy skills of many American youth and a declining rate of young people earning degrees. The younger working Californians are less educated than the older working Californians. This trend is significantly reversed in other states and countries. According to It Can Happen: Unleashing the Potential of California’s Community Colleges to Help Students Succeed and California Thrive (2008), in order to have a competitive California economy we need to produce 50% more graduates. In other words for every 2 students that graduate or earn a degree or certificate, we need to have 3 instead or for every 100 graduates just to keep up, we need 150.9

California Community Colleges have an incredible potential to reverse this decline in California. The community colleges educate the vast majority of post-secondary Latino/a students, the fastest growing population in California. We educate the majority of nurses, fireman and policeman in California. And we have the only system that actively targets retraining of adults. What we need to do better is address the lack of basic skills in order to make that wide open door a door to the future instead of a door to failure.

We know what do to help these students succeed, but we often fail to do what is necessary. Two programs in California Community Colleges have shown evidence of enormous success in helping students identified as “at risk” by various criteria. These programs are EOPS programs (Extended Opportunity Programs and Services) and DSPS (State-wide Disabled Students Programs & Services). The essential ingredients that facilitate success of EOPS and DSPS students can and should be modeled for more students, particularly Basic skills Students, if we are truly looking for student success. However, these successful programs each benefit only a very small number of our students (only 3-4% of the total CCC students are served by each program) as shown in Appendix III. Because of these programs and the research cited in Basic Skills as a Foundation for Student Success in California Community Colleges,10 we know the best practices to create an organizational and administrative focus on meeting basic needs. They are:

- Effective programs
- Adequate staff development
- Innovative instructional practices.

Is your head spinning from all these statistics and the prognosis of doom and gloom? We are in a dire situation, there’s no doubt. But the Basic Skills Initiative provides us with a wonderful opportunity to begin to turn all of this around. And it can be used to show the legislators and citizens who don’t want to fund basic skills that they are mistaken.

Let’s go back to the student you pictured at the beginning of this chapter. Picture him once again at graduation, receiving a degree. See her working in the field of her choice, earning a good living.

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9 Shulock, Moore, Offenstein, & Kirlin. It Can Happen: Unleashing the Potential of California’s Community Colleges to Help Students Succeed and California Thrive (February 2008), CSUS
10 Basic Skills as a Foundation for Student Success in California Community Colleges, The Research and Planning Group for California Community Colleges, July 2007 (second edition)
By using this handbook, you can do something right now to improve that student’s chances for success. We have provided it so you can invest time and resources in exploring the effective practices it contains.

Once you’ve chosen a few to explore, we have also provided you with a means to assess them so you will have data to show those who doubt the efficacy of basic skills instruction, who aren’t sure that it can truly make a difference in students’ lives.

It’s time to roll up your sleeves and get to work constructing a better building that can house our students’ academic dreams.
Appendix for Chapter 1
Who are Basic Skills Students?

**Appendix I:** Demographic Information about Basic Skills Students  
**Appendix II:** State-wide Student Success in Basic Skills and Non-Basic Skills Courses  
**Appendix III:** Students in DSPS and EOPS
Appendix I
Demographic Information about Basic Skills Students

A. Gender
California Community Colleges Academic Year 2006-07
Comparing All Courses with Credit and Noncredit Basic Skills/ESL Enrollment by Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>STATE-WIDE UNDUPPLICATED HEADCOUNT</th>
<th>% OF ENROLLMENT STATE-WIDE ALL COURSES</th>
<th>BASIC SKILLS &amp; ESL ENROLLMENT</th>
<th>% OF ENROLLMENT IN BASIC SKILLS ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>1,440,925</td>
<td>54.8%</td>
<td>412,487</td>
<td>57.33%</td>
</tr>
<tr>
<td>MALE</td>
<td>1,159,913</td>
<td>44.1%</td>
<td>296,468</td>
<td>41.21%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>30,059</td>
<td>1.1%</td>
<td>10,527</td>
<td>1.46%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,630,897</td>
<td>100%</td>
<td>719,482</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills. Board of Governors of the California Community Colleges, Academic Affairs Division of the System Office, January 2008 combined with data from the Data Mart retrieved March 1 and found at http://misweb.cccco.edu/mis/onlinestat/studdemo_annual_college_rpt.cfm?RequestTimeout=1000

B. Citizenry
California Community Colleges Academic Year 2006-07
Enrollment in Credit and Noncredit Basic Skills and ESL by Citizenship

<table>
<thead>
<tr>
<th>STATUS</th>
<th>CREDIT</th>
<th>% OF ENROLLMENT</th>
<th>NONCREDIT</th>
<th>% OF ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. CITIZENS</td>
<td>246,595</td>
<td>75.53%</td>
<td>217,339</td>
<td>55.30%</td>
</tr>
<tr>
<td>NON-U.S. CITIZENS</td>
<td>65,095</td>
<td>19.94%</td>
<td>70,291</td>
<td>17.89%</td>
</tr>
<tr>
<td>OTHER</td>
<td>11,336</td>
<td>3.47%</td>
<td>48,478</td>
<td>12.34%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>3,452</td>
<td>1.06%</td>
<td>56,896</td>
<td>14.47%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>326,478</td>
<td>100%</td>
<td>393,004</td>
<td>100%</td>
</tr>
</tbody>
</table>


C. Age
California Community Colleges Academic Year 2006-07
Credit and Noncredit Basic Skills/ESL Enrollment by Age

<table>
<thead>
<tr>
<th>AGE</th>
<th>BS-ESL ENROLLMENT</th>
<th>% OF ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 18</td>
<td>46,310</td>
<td>6.44%</td>
</tr>
<tr>
<td>18-21</td>
<td>175,118</td>
<td>24.34%</td>
</tr>
<tr>
<td>20-21</td>
<td>98,630</td>
<td>13.71%</td>
</tr>
<tr>
<td>22-23</td>
<td>60,807</td>
<td>8.45%</td>
</tr>
<tr>
<td>24-25</td>
<td>45,119</td>
<td>6.27%</td>
</tr>
<tr>
<td>OVER 26</td>
<td>291,908</td>
<td>40.57%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>1,590</td>
<td>0.22%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>719,482</td>
<td>100%</td>
</tr>
</tbody>
</table>


Chapter 1  16
Appendix II

State-wide Student Success in Basic Skills and Non-Basic Skills Courses

The following data table is from the California Community College Chancellor’s Office

This table reports the student success of all discipline courses by basic skills versus non-basic skills courses by TOP code allowing a comparison of success between basic skills and non-basic skills.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Basic Skills Status</th>
<th>Total Enrollments</th>
<th>Succeeded</th>
<th>Success Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources (01)</td>
<td>Non-Basic-skills</td>
<td>26,514</td>
<td>20,649</td>
<td>77.88%</td>
</tr>
<tr>
<td>Architecture and Related Technologies (02)</td>
<td>Non-Basic-skills</td>
<td>8,159</td>
<td>5,908</td>
<td>72.41%</td>
</tr>
<tr>
<td>Biological Sciences (04)</td>
<td>Basic Skills</td>
<td>364</td>
<td>317</td>
<td>87.09%</td>
</tr>
<tr>
<td>Biological Sciences (04)</td>
<td>Non-Basic-skills</td>
<td>127,661</td>
<td>83,659</td>
<td>65.53%</td>
</tr>
<tr>
<td>Business and Management (05)</td>
<td>Basic Skills</td>
<td>1,510</td>
<td>579</td>
<td>38.34%</td>
</tr>
<tr>
<td>Business and Management (05)</td>
<td>Non-Basic-skills</td>
<td>232,185</td>
<td>149,364</td>
<td>64.33%</td>
</tr>
<tr>
<td>Commercial Services (30)</td>
<td>Non-Basic-skills</td>
<td>14,145</td>
<td>11,289</td>
<td>79.81%</td>
</tr>
<tr>
<td>Commercial Services (30)</td>
<td>Basic Skills</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education (08)</td>
<td>Basic Skills</td>
<td>1620</td>
<td>971</td>
<td>59.94%</td>
</tr>
<tr>
<td>Education (08)</td>
<td>Non-Basic-skills</td>
<td>325,413</td>
<td>238,497</td>
<td>73.29%</td>
</tr>
<tr>
<td>Engineering and Industrial Technologies (09)</td>
<td>Basic Skills</td>
<td>165</td>
<td>85</td>
<td>51.52%</td>
</tr>
<tr>
<td>Engineering and Industrial Technologies (09)</td>
<td>Non-Basic-skills</td>
<td>135,738</td>
<td>107,238</td>
<td>79.00%</td>
</tr>
<tr>
<td>Environmental Sciences and Technologies (03)</td>
<td>Non-Basic-skills</td>
<td>5,888</td>
<td>4,324</td>
<td>73.44%</td>
</tr>
<tr>
<td>Family and Consumer Sciences (13)</td>
<td>Basic Skills</td>
<td>52</td>
<td>32</td>
<td>61.54%</td>
</tr>
<tr>
<td>Family and Consumer Sciences (13)</td>
<td>Non-Basic-skills</td>
<td>152,710</td>
<td>108,737</td>
<td>71.20%</td>
</tr>
<tr>
<td>Fine and Applied Arts (10)</td>
<td>Basic Skills</td>
<td>232</td>
<td>114</td>
<td>49.14%</td>
</tr>
<tr>
<td>Fine and Applied Arts (10)</td>
<td>Non-Basic-skills</td>
<td>311,417</td>
<td>219,782</td>
<td>70.57%</td>
</tr>
<tr>
<td>Foreign Language (11)</td>
<td>Basic Skills</td>
<td>242</td>
<td>9</td>
<td>45.00%</td>
</tr>
<tr>
<td>Foreign Language (11)</td>
<td>Non-Basic-skills</td>
<td>97,539</td>
<td>65,324</td>
<td>66.97%</td>
</tr>
<tr>
<td>Health (12)</td>
<td>Basic Skills</td>
<td>633</td>
<td>473</td>
<td>74.72%</td>
</tr>
</tbody>
</table>
### State-wide Success Rate Spring 2007 All Disciplines

Note: The State-wide figures represent 112 reported out of total of 117 reporting entities state-wide

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Basic Skills Status</th>
<th>Total Enrollments</th>
<th>Succeeded</th>
<th>Success Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health (12)</td>
<td>Non-Basic-skills</td>
<td>117,841</td>
<td>97,885</td>
<td>83.07%</td>
</tr>
<tr>
<td>Humanities (Letters) (15)</td>
<td>Basic Skills</td>
<td>35,878</td>
<td>19,833</td>
<td>55.28%</td>
</tr>
<tr>
<td>Humanities (Letters) (15)</td>
<td>Non-Basic-skills</td>
<td>417,808</td>
<td>272,946</td>
<td>65.33%</td>
</tr>
<tr>
<td>Information Technology (07)</td>
<td>Basic Skills</td>
<td>159</td>
<td>115</td>
<td>72.33%</td>
</tr>
<tr>
<td>Information Technology (07)</td>
<td>Non-Basic-skills</td>
<td>94,116</td>
<td>58,355</td>
<td>62.00%</td>
</tr>
<tr>
<td>Interdisciplinary Studies (49)</td>
<td>Basic Skills</td>
<td>167,346</td>
<td>97,386</td>
<td>58.19%</td>
</tr>
<tr>
<td>Interdisciplinary Studies (49)</td>
<td>Non-Basic-skills</td>
<td>129,738</td>
<td>87,586</td>
<td>67.51%</td>
</tr>
<tr>
<td>Law (14)</td>
<td>Non-Basic-skills</td>
<td>10,358</td>
<td>7,492</td>
<td>72.33%</td>
</tr>
<tr>
<td>Library Science (16)</td>
<td>Basic Skills</td>
<td>21</td>
<td>18</td>
<td>85.71%</td>
</tr>
<tr>
<td>Library Science (16)</td>
<td>Non-Basic-skills</td>
<td>6,087</td>
<td>3,854</td>
<td>63.32%</td>
</tr>
<tr>
<td>Mathematics (17)</td>
<td>Basic Skills</td>
<td>37,166</td>
<td>17,690</td>
<td>47.60%</td>
</tr>
<tr>
<td>Mathematics (17)</td>
<td>Non-Basic-skills</td>
<td>264,573</td>
<td>140,180</td>
<td>52.98%</td>
</tr>
<tr>
<td>Media and Communications (06)</td>
<td>Non-Basic-skills</td>
<td>54,404</td>
<td>37,852</td>
<td>69.58%</td>
</tr>
<tr>
<td>Military Studies (18)</td>
<td>Non-Basic-skills</td>
<td>116</td>
<td>67</td>
<td>57.76%</td>
</tr>
<tr>
<td>Physical Sciences (19)</td>
<td>Basic Skills</td>
<td>47</td>
<td>27</td>
<td>57.45%</td>
</tr>
<tr>
<td>Physical Sciences (19)</td>
<td>Non-Basic-skills</td>
<td>134,047</td>
<td>89,865</td>
<td>67.04%</td>
</tr>
<tr>
<td>Psychology (20)</td>
<td>Basic Skills</td>
<td>8</td>
<td>8</td>
<td>100.00%</td>
</tr>
<tr>
<td>Psychology (20)</td>
<td>Non-Basic-skills</td>
<td>136,278</td>
<td>86,197</td>
<td>63.25%</td>
</tr>
<tr>
<td>Public and Protective Services (21)</td>
<td>Basic Skills</td>
<td>785</td>
<td>777</td>
<td>98.98%</td>
</tr>
<tr>
<td>Public and Protective Services (21)</td>
<td>Non-Basic-skills</td>
<td>196,771</td>
<td>159,115</td>
<td>80.86%</td>
</tr>
<tr>
<td>Social Sciences (22)</td>
<td>Basic Skills</td>
<td>14</td>
<td>6</td>
<td>42.86%</td>
</tr>
<tr>
<td>Social Sciences (22)</td>
<td>Non-Basic-skills</td>
<td>437,291</td>
<td>274,886</td>
<td>62.86%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>3,691,448</strong></td>
<td><strong>2,469,622</strong></td>
<td><strong>66.9</strong></td>
</tr>
<tr>
<td>Total non-Basic Skills</td>
<td></td>
<td>3,436,797</td>
<td>2,331,051</td>
<td>67.83%</td>
</tr>
<tr>
<td>Total Basic Skills</td>
<td></td>
<td>246,243</td>
<td>138,440</td>
<td>56.22%</td>
</tr>
</tbody>
</table>

Representing the latest state-wide data for duplicated head count retrieved March 1 2008.
Appendix III
Students in DSPS and EOPS

EOPS - Extended Opportunity Programs and Services
The last table represents the students identified and served by the EOPS, a very successful program for a group of highly defined students at risk but represents only 3.8% of the students in the 2007-2008 academic year.

<table>
<thead>
<tr>
<th>EOPS Status</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS and CARE participant</td>
<td>9,593</td>
</tr>
<tr>
<td>EOPS participant</td>
<td>92,675</td>
</tr>
<tr>
<td>Not an EOPS participant</td>
<td>2,528,629</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,630,897</strong></td>
</tr>
</tbody>
</table>

http://misweb.cccco.edu/mis/onlinestat/Programs_rpt.cfm?RequestTimeout=500

DSPS - State-wide Disabled Students Programs & Services
These data represent the students in the system for the Academic Year 2007-2007 that were identified and served by DSPS. Notice that 3.37% of the overall students are served by the DSPS.

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>4,414</td>
</tr>
<tr>
<td>Developmentally Delayed Learner</td>
<td>8,887</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>3,501</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>21,071</td>
</tr>
<tr>
<td>Mobility Impaired</td>
<td>12,306</td>
</tr>
<tr>
<td>Not Disabled</td>
<td>2,542,252</td>
</tr>
<tr>
<td>Other Disability</td>
<td>23,521</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>11,982</td>
</tr>
<tr>
<td>Speech/Language Impaired</td>
<td>542</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>2,421</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,630,897</strong></td>
</tr>
</tbody>
</table>

http://misweb.cccco.edu/mis/onlinestat/Programs_rpt.cfm?RequestTimeout=500
Chapter 2

Overview: Planning for Success

With special thanks to contributors from:

Bob Pacheco, Barstow College (Faculty and Researcher)

Jacqueline Nagatsuka, Rio Hondo College (Researcher)

Janet Harclerode, Santa Monica College (Faculty)
Lesley Kawaguichi, Santa Monica College (Faculty),
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Cathy Hasson, Skyline College, (Researcher)
Karen Wong, Skyline College (Faculty)
Chapter 2

Overview: Planning for Success

Effectively addressing basic skills will not work if your college simply directs its attention to the latest pedagogical fad or scrambles to meet the minimum requirements of another new initiative. The single greatest problem with developmental education for many colleges is the lack of a coordinated, focused, and systematic effort. A review of the literature on basic skills (Basic Skills as a Foundation for Student Success in California Community Colleges, 2007) makes it clear that truly improving student success throughout the entire institution requires cooperation, budget resourcing and planning that genuinely arises from the college mission. Programs with clearly specified goals and objectives driven by an overarching philosophy for basic skills are the most effective (Effective practices A.1-3 in Basic Skills as a Foundation for Student Success in California Community Colleges, 2007). Recent studies regarding student learning outcomes and assessment have shown that college efforts are more effective when coordinated and directed by a single person such as an SLO Coordinator (Agents of Change: Examining the Role of Student Learning Outcomes and Assessment in California Community Colleges 2007). It stands to reason that this would apply to basic skills as well.

This may mean that your college needs to adopt a new approach to basic skills. Los Medanos College, cited in The State of Basic Skills Instruction in California Community Colleges (2000) conducted extensive research and concluded that the college had to rethink its methodology, moving away from “identifying students as under-prepared,” and suggesting “that it is the institution which is under-prepared to address the many individual needs of the wide variety of students over the course of their entire college career. Such a comprehensive approach essentially leads to a restructuring of the entire college to provide greater integration of student services and instruction. And, it posits the entire curriculum as in need of linkage with developmental courses (page number).”

As an individual faculty member, student services provider or administrator, you might be saying, “But what does this have to do with me? I'm only one individual. I don't run the college.” But you are an important member of the college community with direct experience with basic skills students. Your input and perspective are badly needed as your school embarks on plans for building an edifice to house basic skills students and to help them achieve their academic dreams. We are trying to paint the big picture here, to give you an overview of all that goes into the blueprints. Though you may be holding a hammer in your hand, concerned with the construction of your particular room or wing of the building, it’s important to gain a sense of the whole. The entire college team must contribute to and understand the general layout of the plans. The key here is integration of the nuts and bolts, with all stakeholders working to erect the same structure.
Using and Integrating Existing Data and Plans

A good place to start is by examining existing campus plans:


☐ Analyze college specific data about your college’s basic skills students, (such as success, retention and progression) in the Accountability Report for Community Colleges (ARCC). See the appendix for a description of the report. Data about your institution is available at [http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx](http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx)

☐ Incorporate the campus student equity plan (SEP) by paying attention to particularly successful strategies that work with diverse student populations. See the ACCJC accreditation statement on diversity in the appendix and data which speak to the importance of integrating this perspective.

☐ Investigate course and program outcomes assessment strategies and results to assure that they address basic skills students. Remember, they represent 70% - 80% of our student body, so most assessment data will include them. Colleges need to examine data carefully (i.e. disaggregating student data by assessment scores) in order to adequately address basic skills student needs and to help them to be successful.

☐ Look at other institutional data on your college website such as grade distribution, success rates etc.

A Few Useful Definitions

**Aggregated data** – Data that is combined as a large group as an overall number regardless of differences within the population. This is in contrast to disaggregated data where data is examined based on different variables such as ethnicity or day students versus night students or first-time students versus continuing students.

**ARCC data or the Accountability Reporting for the Community Colleges** -- The system-wide data reporting mandated by Assembly Bill 1417 and made public by the chancellor’s office every year. This data looks at specific statistical outcomes for each of the 109 campuses, such as success and retention, transfer rate, number of degrees and certificates, success in basic skills and progression, etc.

**Longitudinal data** – This is long-term data that tracks student outcomes over time comparing semesters or years with succeeding semesters or years.

**Peer grouping** – The Chancellor’s Office has created peer groups with similar characteristics for each measurement at your college. The peer groupings are listed in the ARCC appendix. The measurements include the average of the peers, the minimum and maximum, and your college’s scores.

**Progression** – This data reports what percent of students progress to the next level, or take transfer level courses after they successfully complete basic skills sequence courses.

**Retention rate** – Students are considered retained if they complete a course without withdrawing, even if they fail the course or have an unsuccessful outcome.

**Success rate** – A successful outcome of A, B, C, or Credit in a course.

**Student Equity Plan (SEP)** -- This report was required by the Chancellor’s Office, in 1998 and again in January 2005. The Student Equity Plan measures many indicators of
student success, disaggregated by race/ethnicity, gender and disability. The report also includes transfer rates, certificates and degrees, and college staffing.

Here’s a diagram of how the individual elements can come together to house true success for basic skills students.

Each element of the campus must unite and find areas that overlap in order to house true change for basic skills students. This does not mean that individuals using this handbook cannot improve their own particular area of expertise, but eventually, the entire campus needs to work together to create successful long range strategies, programs and goals.

**Campus Organization that Centralizes and Coordinates**

As these plans are being developed, research shows that it will work best if the efforts are centralized and highly coordinated, coordinated by the faculty who are primarily responsible for the student services, curriculum and program development (Effective practices A.1-3 in *Basic Skills as a Foundation for Student Success in California Community Colleges*, 2007). The ASCCC feels it is essential that a faculty member, supported by a committee, coordinate the many campus efforts, courses, services, and activities serving underprepared students. The rationale behind this relates to the need to motivate and coordinate faculty. This process can be done top down but only within certain campus
cultures. In the best of both worlds, an administrator with financial and organizational resources would work cooperatively with a faculty coordinator to create a centralized and highly coordinated effort. This Basic Skills Coordinator must see beyond developmental education efforts, integrating efforts and educating faculty in all other disciplines and vocational courses and services. Chapter 18 is devoted to the latest research and findings on this coordinator position, but since the job has been found to be such a vital component to effective basic skills strategies, we wanted to mention it here.

The investment that a college makes in hiring a good architect/coordinator and working together to carefully draw up comprehensive building plans will pay off in the long run. The kinds of strategies that promote success for basic skills students have been shown to be effective with ALL students. Since 70%-85% of all students enter our colleges with needs in at least one area of basic skills and only 27% are enrolled in a credit or noncredit basic skills class, we know that these students are taking courses throughout the institution. Applying basic skills effective practices throughout the college will promote success for everyone. In other words, the basic skills effort, by addressing developmental needs in English, reading, mathematics, ESL, study skills or learning skills, benefits nearly all of the students on our California community colleges.

So who has successfully coordinated these efforts?
Do we have some gems for you! Below are two summaries of efforts that integrated the Student Equity Plan, Basic Skills Initiative and the Student Learning Outcomes Assessment processes on their campuses. If you have some good examples please let us know by submitting them to http://www.surveymonkey.com/s.aspx?sm=WHXjfsLZplh3JVm0zMUBKw_3d_3d

Skyline College
As an outcome of the Skyline College's BSI self-assessment, a research agenda was created to help coordinate and shape the Basic Skills plans and activities. This Research Agenda incorporates and responds to the Basic Skills research needs as well as Student Equity, First Year Experience and SLOAC (Student Learning Outcomes Assessment Cycle). It is intended to provide baseline and trend data that may be used for course, program and services planning and decision-making. One of the primary pieces of research that has been conducted as part of the Research Agenda is a study of the English, Mathematics, and ESOL Basic Skills gateway students and their subsequent enrollment and success into a transfer-level course in the coordinating subject. The information from this research has been used to identify intervention strategies (e.g., Basic Skills learning communities, supplemental instruction and an Early Alert system). Please go to the appendix and see the research agenda and data on persistence, success, Mathematics and English ESL. Also take a look at Skyline's outstanding BSI website http://www.smccd.net/accounts/bellr/BSIhome.htm

Information submitted by Karen Wong, SLOAC coordinator, and Cathy Hasson, Ed.D. Director, Planning, Research & Institutional Effectiveness, Skyline College, 3300 College Drive, San Bruno, CA, 94066-1698,(650)738-4454 hassonc@smccd.edu

Santa Monica College
Santa Monica College has established Student Success as a priority for the institution. Following examination of student success data for the 2005 Student Equity Plans (SEP) that was disaggregated by ethnicity, a transformation began. Through its curriculum, programs, and services, Santa Monica College is actively involved in providing an educational environment in which each person can fully
develop to his or her potential. The initial Student Equity Plan report reviewed six student equity indicators:

1. Access
2. Course Completion \((Retention)\)
3. ESL/Basic Skills Course Completion
4. Degree/Certificate Completion
5. Transfer Rate
6. Equal Employment Opportunity

The Committee reviewed relevant data to identify problem areas and developed activities and strategies to address these barriers. As the Committee developed the student equity plan, members agreed that allowing flexibility for developing activities and measurable goals was better left to be addressed by the entire college community for integration of diversity and equity into everyday practices. Once the Student Equity Plan was completed, it was incorporated into the goals of all departments, programs and services. Commitment to this goal grew out of serious collegial analysis of student success data which serves as a baseline now for the Basic Skills Initiative. After reviewing the data, the low success rates and educational outcomes of African-American and Latina/o students proportional to their representation on campus stood out. These inequities became the purpose behind establishing goals to have all students equally succeed in all courses. Excerpts of that data and brief analysis are below. The Student Equity plan is available online at [http://www.smc.edu/research/Student%20Equity/St.%20Equity%20Final%20Report.doc](http://www.smc.edu/research/Student%20Equity/St.%20Equity%20Final%20Report.doc) The Santa Monica Basic Skills plan is at [http://www.smc.edu/apps/comm.asp?Q=208](http://www.smc.edu/apps/comm.asp?Q=208)
Chapter 2

Basic Skills Student Success at Santa Monica College by Ethnicity

Conclusions: **ESL/Basic Skills Course Completion: Success Rates**

- **1992=62.4%**
- **1997=56.5%**
- **20002=55.7%**.

In a ten year period overall success rates have decreased by 6.7%.

Gender: No significant difference in success rates by gender

Ethnicity: Latina/o student success is lower than the average and African-American student success is significantly lower than average

Students w/Disabilities: No significant difference in success rates from average

Recommendation: Investigate factors that might have led to decrease in success rates and have departments address ways in which student success can be improved. Departments were to develop strategies to improve student success.

Data from the vocational courses displayed a different pattern.
Conclusions: Vocational Course Completion: Success Rates

1992=66.8%
1997=64.9%
2002=77.3%.

In ten-year period, overall student success has improved by an average of 10.5%.

Gender: No significant difference in success rates by gender but female success rates slightly higher.

Ethnicity: Latina/o student success is slightly lower than average but for African-American students is significantly lower than average

Students w/Disabilities: Significant difference in student success in 2002 of 69.2% compared to average of 77.3%.

Recommendation: Investigate factors that may be influencing higher success rates in vocational courses

Below is a sample Basic Skills Action Plan for ESL to address the issues identified using the BSI funding.
<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>New, Change, or Expansion</th>
<th>Start Date</th>
<th>Current Measure of Effectiveness (Baseline)</th>
<th>Projected Measure (Benchmark)</th>
<th>Date for Proposed Measure</th>
<th>Responsibility</th>
<th>Budget Request</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ESL Tutoring Program with enhanced Tutoring &amp; Tracking System to be used for programmatic and curricular decision-making</td>
<td>A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. B.2 Regular program evaluations are conducted, results are disseminated widely, and the data are used to improve practice.</td>
<td>Expansion</td>
<td>Summer 2000</td>
<td>Retention and Persistence, Student Feedback (surveys), Faculty Feedback</td>
<td>TBA</td>
<td>TBA</td>
<td>ESL Department Chair, MS (development of web-based appointment services &amp; tracking system)</td>
<td>Yes TBA</td>
<td>1</td>
</tr>
<tr>
<td>Hire additional tutors (Instructional Assistants) and a Permanent Instructional Assistant to coordinate tutoring services (schedules, collect and evaluate data, and communicate outcomes to faculty) and tutor training</td>
<td>A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. B.2 Regular program evaluations are conducted, results are disseminated widely, and the data are used to improve practice. D.2 Curricula and practices that have proven to be effective with specific disciplines are employed. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors</td>
<td>New</td>
<td>Fall 2000</td>
<td>Retention and Persistence, Student Feedback (surveys), Faculty Feedback</td>
<td>TBA</td>
<td>TBA</td>
<td>ESL Department Chair, Personnel Commission (HR)</td>
<td>Yes TBA</td>
<td>1</td>
</tr>
<tr>
<td>Professional Development (FLEX Activities)</td>
<td>C2</td>
<td>Expansion</td>
<td>Summer 2007</td>
<td>Faculty surveys, retention and persistence</td>
<td>TBA</td>
<td>Summer 2007</td>
<td>ESL Department Chair and Faculty, Campus Psychologist, Disabled Student Counselor, Invited Speaker</td>
<td>Yes, $3000. (Speaker and related activities)</td>
<td>1</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---</td>
<td>-----------</td>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>1) Campus Psychologist (Consultation) comes to Aug Departmental FLEX meeting to address concerns related to student stress.</td>
<td>C2</td>
<td>Expansion</td>
<td>Summer 2007</td>
<td>Faculty surveys, retention and persistence</td>
<td>TBA</td>
<td>Summer 2007</td>
<td>ESL Department Chair and Faculty, Campus Psychologist, Disabled Student Counselor, Invited Speaker</td>
<td>Yes, $3000. (Speaker and related activities)</td>
<td>1</td>
</tr>
<tr>
<td>2) Disabled Student Counselor comes to Aug Departmental FLEX meeting to address concerns related to Disabled Students.</td>
<td>C3</td>
<td>Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Speaker to 1.5 generation students: How to best serve these students. Integrate with outreach activities.</td>
<td>C4</td>
<td>Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated program services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix Chapter 2
Overview: Planning for Success

Appendix 1: Skyline College Basic Skills Research Agenda and Data
## Basic Skills Research Agenda - 2007/2008

<table>
<thead>
<tr>
<th>Focus &amp; End User</th>
<th>Links to College Plans &amp; Initiatives</th>
<th>Research Questions</th>
<th>Research Design</th>
<th>Schedule</th>
<th>Data Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Student Success &amp; Retention Trends</td>
<td>BSI FYE Ss Equity EMF</td>
<td>A. What is the research assumption?</td>
<td>Historical and recent trends in student performance outcomes (successful course completion and retention) for all Basic Skills courses.</td>
<td>To assist faculty and others in identifying “problem areas” in the Basic Skills curricula and to help set targeted performance outcome levels.</td>
<td>Trends of grade distribution, GPA, successful course completion and retention rates by course of all by gender and ethnicity students enrolled in Basic Skills English, Reading, Math and ESL between 2002/03-2006/07 compared to other “like” colleges.</td>
</tr>
<tr>
<td>Placement Validity</td>
<td>BSI B.1 FYE Ss Equity EMF Matriculation</td>
<td>B. What will be researched?</td>
<td>The enrollment pattern of students who receive “See Counselor” on their placement score and their successful course completion and retention rates.</td>
<td>To assess the need for additional basic skills curriculum development and support services for students with See Counselor placements.</td>
<td>Compare enrollment patterns and course performance outcomes (success and retention) for three cohorts of students with and without placement recommendations for ENGL 826 and READ 826.</td>
</tr>
<tr>
<td>Success Rate Comparison</td>
<td>BSI B.1 FYE Ss Equity EMF</td>
<td>C. Who will be researched?</td>
<td>All students enrolled in ENGL 826, 836, 846, READ 826, 836 and MATH 811, 110 and 120 for Fall semesters 2002-2006</td>
<td>To evaluate the reliability of the placement tests and the predictive quality of the placement test cut scores and to make adjustments accordingly.</td>
<td>Compare the rate of successful course completion (grades A,B, C, CR) between five cohorts of students who place into a Basic Skills English, Reading class and those students who enroll in the same course through other means.</td>
</tr>
</tbody>
</table>

*Research will be conducted once a year.*

12/09/07
<table>
<thead>
<tr>
<th>Focus &amp; End User</th>
<th>Links to College Plans &amp; Initiatives</th>
<th>Research Questions</th>
<th>Research Design</th>
<th>Schedule</th>
<th>Basic Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Enrollment &amp; Subsequent Success Patterns of English 400 Students</td>
<td>BSI, SS Equity, FYE, EMF</td>
<td>A. What is the research assumption? B. What will be researched? C. Who will be researched? D. How will the data be used?</td>
<td>Track all students who completed ENGL 100 in Fall 2002-2006 and compare the percentage of students by gender and ethnicity who complete ENGL 400.</td>
<td>SF '08 (35 hrs)</td>
<td>FRIE</td>
</tr>
<tr>
<td>32. Subsequent Enrollment and Success English 100/English 1B</td>
<td>BSI, SS Equity, FYE, EMF</td>
<td>Most students who pass ENGL 100 will enroll in ENGL 1B (110 or 165) and successfully complete the course. Transfer degree/certificate seeking or undecided students by gender and ethnicity enrolled in ENGL 100 between Fall 2002-2006.</td>
<td>Track all transfer, degree, certificate seeking or undecided students by gender and ethnicity enrolled in ENGL 100 between Fall 2002-Spring 2007 and compare the percentage of ENGL 100 students who successfully complete the course enroll in ENGL 1B (110 or 165) and successfully complete.</td>
<td>SP '08 (35 hrs)</td>
<td>FRIE</td>
</tr>
<tr>
<td>33. Basic Skills Improvement</td>
<td>BSI A4, SS Equity, FYE, EMF</td>
<td>Most students who complete a Basic Skills English, Reading, ESL or Math course and enroll within 3 semesters and successfully complete a subsequent transfer-level course in the same area. All transfer degree, certificate seeking or undecided students who enrolled in ENGL 26, 83, 84, 846, READ 26, 86, MATH 811, 110, 120 or ESOL below 400 in Fall 2002-2006.</td>
<td>Track subsequent enrollment and grades of all transfer, degree, certificate seeking or undecided students who enrolled in ENGL 26, 83, 84, 846, READ 26, 86, MATH 811, 110, 120 or ESOL below 400 in Fall 2002-2006 and then enrolled into subsequent transfer-level course.</td>
<td>*SP '08 (ARCC FRIE)</td>
<td></td>
</tr>
</tbody>
</table>

*Research will be conducted once a year.*

12/09/07
# Basic Skills Research Agenda - 2007/2008

<table>
<thead>
<tr>
<th>Focus &amp; End User</th>
<th>Links to College Plans &amp; Initiatives</th>
<th>Research Questions</th>
<th>Research Design</th>
<th>Schedule</th>
<th>Basic Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Placement Test Cut Score Validation</td>
<td>BII FTE EMF St Equity</td>
<td>A. What is the research assumption?</td>
<td>Students who have completed testing and subsequently enrolled in ENGL and READ courses without intervening instruction.</td>
<td>TBD</td>
<td><strong>SP '08</strong> (25 hrs)</td>
</tr>
<tr>
<td>- LA faculty - Counselors - Deans - TLC</td>
<td></td>
<td>B. What will be researched?</td>
<td>To evaluate the validity of assessment results as predictors of classroom success and to set cut scores to achieve targeted levels of student success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 Impact of Learning Communities</td>
<td>BII FTE EMF St Equity</td>
<td>C. Who will be researched?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- LC Coordinator - LC Faculty - Deans - Counselors</td>
<td></td>
<td>D. How will the data be used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Persistence</td>
<td>BII FTE EMF St Equity</td>
<td>Instructional and support elements specific to Learning Communities contribute to student success (successful course completion, retention and persistence).</td>
<td>Opinions about factors (e.g., interventions and strategies) that contribute to improved outcomes (success, retention and persistence) for students of Learning Communities.</td>
<td>A one-time 15-25 item (close-ended and open-ended) on-line survey that gathers information from all faculty and counselors who are involved in Learning Communities on their opinions toward Learning Community-specific factors that impact student success.</td>
<td><strong>SP '08</strong> (65 hrs)</td>
</tr>
<tr>
<td>- LA Faculty - Math Faculty - ESL, Faculty - Counselors - Deans</td>
<td></td>
<td>Basic Skills students persist from fall to spring semesters at the same rate as other students college-wide.</td>
<td>The enrollment patterns (fall to spring) of Basic Skills students by subject: English, Reading, ESL and Math.</td>
<td>To help identify where to improve support services and scheduling that will positively impact student retention/persistence.</td>
<td><strong>SP '08</strong> (39 hrs)</td>
</tr>
<tr>
<td>10 Student Engagement in Learning</td>
<td>BII FTE EMF St Equity</td>
<td>Students who are engaged in their learning are more likely to successfully complete their education goal.</td>
<td>The degree to which students actively participate in their learning and access support services on campus.</td>
<td>Survey all students and BSI student using the Community College Survey of Student Engagement (CSE) to a randomly selected group of courses.</td>
<td><strong>SP '08</strong> (80 hrs)</td>
</tr>
<tr>
<td>- All Faculty - Deans - Counselors - Students</td>
<td></td>
<td></td>
<td>All students and students enrolled in Basic Skills courses by gender and ethnicity during Spring 2008.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLOAC</td>
<td></td>
<td>This information may be used to help inform program and services planning decisions and to contribute to the SLOAC FYE and BSI research and assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Research will be conducted once a year.

*12/09/07
# Basic Skills Research Agenda - 2007/2008

<table>
<thead>
<tr>
<th>Focus &amp; End Users</th>
<th>Link to College Plans &amp; Initiatives</th>
<th>Research Questions</th>
<th>Research Design</th>
<th>Schedule</th>
<th>Basic Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent Enrollment, Repeat and Success</td>
<td>ESI FYI EMF $ Equity</td>
<td>A. What is the research assumption? B. What will be researched? C. Who will be researched?</td>
<td>The success rate and course preparation of Basic Skills students who successfully complete a basic skills course and enroll in a transfer-level course in the same subject area successfully complete that course.</td>
<td>To help identify where to improve support services and scheduling that will positively impact student course preparation and success in transfer-level courses.</td>
<td>Track five cohorts over two years (including FA, SP and SU semesters) of transfer, degree, certificate seeking and undecided students by age, gender and ethnicity who successfully complete (grade A, B, C or CR) a basic skills course in English, Math, Read, or ESOL (840 and 460) and subsequently enroll in a transfer level course in the same subject area within five terms and identify their success rate (grade distribution) in the transfer level course as well as number of times student repeated before successfully completing.</td>
</tr>
</tbody>
</table>

*Research will be conducted once a year.*
SKYLINE COLLEGE
Fall to Spring Persistence
Basic Skills Students

Summary: The fall to spring persistence rate for basic skills students averaged 74.4% over the past five years. Female generally had higher persistence rates than male (five-year averages of 75.1% and 73.7%, respectively). Ethnic groups with the highest persistence rates were students who did not report their ethnicity or belonged to "Other" ethnicities (83.6% and 31.4%, respectively), Asian/Pacific Islander (77.6%) and White (75.5%). The highest persistence rates were for students age 18 to 22 years (79.6%) and students who did not report their age (79.2%). The lowest persistence rates were for students ages 50 to 59 years (67.3%) and age 29 to 39 years (65.1%). The persistence rate for basic skills students were higher than first-time college students (five-year averages of 74.4% and 67.5% respectively). Additionally, the persistence rate for basic skills students did not fluctuate as much as the persistence rate for first-time students. The basic skills persistence rate increased to a high of 75.4% with the Fall 2004 cohort, which calculated to a difference of 1.1% from the lowest rate at 73.7% with the Fall 2006 cohort. In comparison, the difference between the highest and the lowest persistence rates for first-time students were 6.4% over the past five years.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Basic Skills Students</th>
<th>First-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>3075</td>
<td>2279</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2350</td>
<td>1772</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3099</td>
<td>2284</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2103</td>
<td>1858</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2157</td>
<td>1636</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Persistence Rates

- Basic Skills Students Persistence
- First-Time Students Persistence

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>66.0%</td>
<td>69.5%</td>
<td>65.1%</td>
<td>70.3%</td>
<td>66.4%</td>
</tr>
<tr>
<td>First</td>
<td>74.0%</td>
<td>75.4%</td>
<td>73.7%</td>
<td>74.1%</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

Source: SWCC CD Data Warehouse

Basic skills students: Students who enrolled in at least one basic skills course.
First-time students: Students whose first fall term is their first time in college.
Fall: Number of students in cohort who enrolled in at least one basic skills course that fall term with an A, B, C, D, F, CR, NC, W, or I grade notation.
Spring: Number of basic skills students in cohort who enrolled in at least one course the subsequent spring term with an A, B, C, D, F, CR, NC, W, or I grade notation.
Persistence: Percentage of students from the fall term who persisted into the spring term (ratio of Spring to Fall).

* The first-time students persistence rates are from the College Almanac.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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</tr>
<tr>
<td></td>
<td>Persistence</td>
<td></td>
<td>Persistence</td>
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<td>Persistence</td>
<td></td>
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<td>Persistence</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>63.1%</td>
<td>61.1%</td>
<td>60.1%</td>
<td>60.0%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>White</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Other</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Unreported</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
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<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
<td>61.8%</td>
</tr>
</tbody>
</table>

Source: SMCCD Data Warehouse

Chapter 2
### SKYLINE COLLEGE
### Subsequent Course Enrollment, Repeat and Success Over Two Years
### Math Course Sequence
#### Overall

<table>
<thead>
<tr>
<th>Term</th>
<th>Math 120 Cohort</th>
<th>Math 122/123 Cohort</th>
<th>Math 130, 130, 200, 201 or 241 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subsequent Course Enrollment</td>
<td>Subsequent Course Repeat</td>
<td>Subsequent Course Success</td>
</tr>
<tr>
<td></td>
<td>Cat</td>
<td>Pmt</td>
<td>Cat</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>163</td>
<td>167</td>
<td>55.4%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>240</td>
<td>148</td>
<td>61.7%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>219</td>
<td>137</td>
<td>62.6%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>210</td>
<td>134</td>
<td>61.2%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>163</td>
<td>158</td>
<td>66.0%</td>
</tr>
<tr>
<td>Total/Average</td>
<td>1064</td>
<td>634</td>
<td>59.6%</td>
</tr>
</tbody>
</table>

### Subsequent Course Enrollment Rates
- Fall 2001: 55.4%
- Fall 2002: 61.7%
- Fall 2003: 62.6%
- Fall 2004: 61.2%
- Fall 2005: 56.0%

### Subsequent Course Repeat Rates
- Fall 2001: 29.9%
- Fall 2002: 27.7%
- Fall 2003: 30.7%
- Fall 2004: 27.6%
- Fall 2005: 29.6%

### Subsequent Course Success Rates
- Fall 2001: 76.6%
- Fall 2002: 73.6%
- Fall 2003: 67.9%
- Fall 2004: 61.2%
- Fall 2005: 74.1%

---

**Source:** SMCCCD Data Warehouse

**Cohort:** Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

**Subsequent Course Enrollment:** Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

**Subsequent Course Repeat:** Number of students who repeated Math 130, 130, 200, 201 or 241 one or more times during a four term period.

**Subsequent Course Success:** Number of students who subsequently enrolled in Math 130, 150, 200, 201 or 241 and received an A, B, C or CR grade retention during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

**None Cohort Course Success:** Percent of none basic skills students who enrolled and successfully completed Math 120, 150, 200, 201 or 241 during a five term period. None basic skills students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

---

Office of Planning, Research and Institutional Effectiveness

February 4, 2008
Skyline College Success by Ethnicity in Basic Skills Math

Subsequent Course Enrollment Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>60.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>63.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>59.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>50.0%</td>
</tr>
<tr>
<td>White</td>
<td>51.2%</td>
</tr>
<tr>
<td>Other</td>
<td>66.7%</td>
</tr>
<tr>
<td>Unreported</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

Subsequent Course Repeat Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>39.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>27.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>33.3%</td>
</tr>
<tr>
<td>White</td>
<td>23.4%</td>
</tr>
<tr>
<td>Other</td>
<td>45.5%</td>
</tr>
<tr>
<td>Unreported</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

Subsequent Course Success Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>88.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>71.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>33.3%</td>
</tr>
<tr>
<td>White</td>
<td>72.9%</td>
</tr>
<tr>
<td>Other</td>
<td>86.4%</td>
</tr>
<tr>
<td>Unreported</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Source: SMCCCD Data Warehouse

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

Subsequent Course Repeat: Number of students who repeated Math 130, 150, 200, 201 or 241 one or more times during a four term period.

Subsequent Course Success: Number of students who subsequently enrolled in Math 130, 150, 200, 201 or 241 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.
Skyline College Success by Ethnicity in English/ESL

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Subsequent Course Enrollment Rates by Ethnicity 5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>74.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>80.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52.9%</td>
</tr>
<tr>
<td>White</td>
<td>70.4%</td>
</tr>
<tr>
<td>Other</td>
<td>50.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Subsequent Course Repeat Rates by Ethnicity 5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>20.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>18.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.9%</td>
</tr>
<tr>
<td>White</td>
<td>15.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Subsequent Course Success Rates by Ethnicity 5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>77.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>77.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.3%</td>
</tr>
<tr>
<td>White</td>
<td>78.9%</td>
</tr>
<tr>
<td>Other</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: SMCCCD Data Warehouse

Note: African American and Native American students are not included due to low count of students.

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed ESOL 400 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of students who successfully completed ESOL 400 and subsequently enrolled in either English 100 or English 105 during a five term period.

Subsequent Course Repeat: Number of students who repeated either English 100 or English 105 one or more times during a four term period.

Subsequent Course Success: Number of students who subsequently enrolled in either English 100 or English 105 and received an A, B, C, or CR grade notation during a five term period. None basic skills students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

Office of Planning, Research and Institutional Effectiveness          January 23, 2008
Chapter 3

Starting Points: Digging the Foundation

Where are you now?
Many of the people we know who work with basic skills students are incredibly hard-working and passionate about building structures that serve this special population. Sometimes they are also underappreciated by their college community, who is bewildered by the increasing numbers of basic skills students in their classes or programs and want to know why basic skills courses, programs and the people who staff them haven’t “fixed” the problem. In addition to laboring under this burden, data show that many basic skills faculty are adjuncts. According to research listed in Basic Skills as a Foundation for Student Success in California Community Colleges (2007), 67% of the faculty teaching basic skills nationwide are part time. The dedicated adjuncts in California often fly down the freeway to teach at more than one school, doing excellent work with their students but without the time to participate in college governance and departmental discussions about basic skills teaching and assessment. Finally, as in all academic endeavors, the faculty, student service providers and administrators working with basic skills students approach the work with a plethora of methods and attitudes.

Most of the methods embrace the fact that teaching students today requires more than just content preparation. This is a secret that faculty unfamiliar with basic skills students may not know. “Based on their preparation, college and university faculty may believe they can communicate the information in their subject fields because they have acquired extensive knowledge about the content” (Travis, p. 3). However, it is clear that content mastery by faculty, as extensive and important as that may be, does not translate into functional student services or teaching effectiveness. Just as a thorough knowledge of the building plan in any structure is important, ultimately knowledge alone will not guarantee a perfectly constructed high rise. It is essential that faculty diagnose difficulties students are having with content and mastering skills essential to academic endeavors and then adapt the learning environment and teaching strategies. This is the scholarship of teaching and learning.

“Imagine a different way of thinking about institutional research as a capacity to work closely with faculty to explore questions about what students are actually learning. Such a shift
would mean asking much tougher, more central questions: What do our students know, and what can they do? What do they understand deeply? What kinds of human beings are they becoming — intellectually, morally, in terms of civic responsibility? How does our teaching shape their experience as learners, and how might it do so more effectively?... At Los Medanos College, for example, getting better information to guide improvement has been part of a shift of focus from ‘the underprepared student’ to the prepared institution.”

(Hutchings & Shulman, 2007)

As a place to begin, we’d like you to take the short self-assessment quiz on the following page. This quiz will give faculty, staff and administrators an opportunity to test their knowledge about basic skills students in California Community Colleges. The goal is to appraise your knowledge, attitudes and practices in relation to a focus on student learning. Because our roles in serving students are so diverse, some of the self-assessment questions are more meaningful to instruction, but from a student learning perspective, every interaction with students can become a learning opportunity. This includes counseling sessions, registration interactions and classroom activities. Following the quiz are two rubrics with specific considerations, the first for student services settings and the second for instructional settings.

So please, take the quiz!

What kind of builder are you?

This test will be most helpful if you answer the questions honestly, describing how you truly are, not how you’d like to be.

Then we want to encourage you to take this quiz again after you have done some reading or training to see if you have changed or expanded your repertoire of building strategies as a result of the information included here.

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Self-Assessment Quiz
General Knowledge about California Community Colleges, Basic Skills Students and Yourself.

A note about answering these questions:

- This is anonymous. Answer honestly; no one is looking.
- This is self-assessment.
- For each question, please select the best answer.

1. Approximately what percent of California Community Colleges students place into one or more basic skills course in reading, writing, ESL or math?
   a. 0%
   b. 25%
   c. 35%
   d. 50%
   e. Over 70%

2. What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?
   a. 10%
   b. 20%
   c. 40%
   d. 60%
   e. Over 70%

3. The definition of basic skills is: Those foundation skills necessary for students to succeed in college-level work in
   a. Reading
   b. Writing
   c. Math
   d. English as a Second Language (ESL)
   e. Any of the disciplines above as well as learning and study skills

4. How many students who start 3 or more levels below college level actually make it to a college level course?
   a. Less than 10%
   b. 15% - 30%
   c. Approximately 40%
   d. Over 60%
   e. 80% or more

5. What is the AVERAGE number of hours our CCC students work per week? (as reported by the CCCC)
   a. 8 hours/week
   b. 16 hours per week
   c. 24 hours per week
   d. 28 hours per week
   e. 32 hours per week
6. Which of the following is true of basic skills students in California community colleges?
   a. They generally assess uniformly low on placement tests in all areas; reading, writing, math, and ESL.
   b. They may assess low on placement tests in one discipline while testing at college-level in other areas (i.e. a college level writer but require additional work in math).
   c. They are easily identifiable in our classes by sex, age or ethnicity.
   d. They usually have learning and study skills necessary to succeed in college-level work.
   e. They are found only in the Community Colleges and are only rarely found at the UC and CSU campuses.

7. Which of the following is true about student success in basic skills?
   a. The success rate in basic skill classes is the same as other college class success rates.
   b. Ethnic diversity has no effect on student success in basic skills.
   c. There are obvious and very different success patterns in basic skills courses based on ethnicity.
   d. Students that take basic skills classes always do better in the college level classes.
   e. The majority of basic skills students complete the entire basic skills class sequence.

8. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   a. 5% -15%
   b. 15% -30%
   c. 30% -45%
   d. 45% -50%
   e. 50% -65%

Self-assessment

- Answer these questions realistically with regards to your present work.
- Select the answer that most closely represents your belief and practice.

9. In the courses I teach and/or in the work that I do with students (e.g. as a counselor, librarian, etc) I consider student learning styles
   a. Irrelevant with no conclusive research.
   b. Possibly significant, but I don’t know much about them.
   c. Valid, but the students should adapt learning styles to teaching styles.
   d. Important, but I don’t know how to incorporate them into my class or work with students.
   e. Essential, I include students learning style analysis opportunities for students and I adapt my work in consideration of various learning styles.

10. I inform students about expectations by:
    a. Referring students to the student expectations in the catalog or student handbook.
    b. Informally discussing my overall expectations with the students.
    c. Providing clearly documented expectations specific to the situation (e.g. instructions, process handout, syllabus, or rubric).
    d. Describing a wide range of expected student behaviors associated with academic achievement, intellectual and psychosocial development, and personal responsibilities.
    e. All of the above
11. Concerning the design of your course or the way you interact with students in student services, which is most true? (Select the single answer that best represents your practice.)
   a. I have worked hard to create the course organization or student interaction dynamics as it is now and I am satisfied with my work.
   b. I have worked on my interactions with students/course design and attempt to assess its effectiveness, but have been unable to incorporate assessments or any changes.
   c. I regularly reassess my interactions with students/course design, content, and strategies.
   d. I regularly reassess my course content, design and teaching strategies then document and share those changes and the data that led me to make them with my colleagues.
   e. I adopted my course design or student interaction style from a senior faculty member and it has served me well.

12. On a regular basis, in my work with students, I require them to
   I. Work collaboratively or join a learning community
   II. Review and analyze their work
   III. Create projects or products involving multiple components of high level application
   IV. Turn in written work
   V. Examine complex problems or case studies
   VI. Communicate with me via e-mail or office visit
   VII. Give oral presentations
   VIII. Participate in field trips or observations of current relevant applications
   IX. Attend at least one office hour
   X. Become involved in campus or community activities (service learning)
   a. None of the above are required
   b. One of the above is required
   c. A few of the above are required
   d. I require at least 5 of the above
   e. I require all of the above in my work with students

13. In my work with students I
   a. Do not have planned assessments.
   b. Occasionally assess students.
   c. Limit assessments to final summative assessments such as exams or final report.
   d. Assess students frequently, including formative and summative assessment.
   e. Assess students frequently in a variety of different ways (projects, labs, quizzes, case studies), taking into account various learning styles, and authentic to real world tasks that relate to my course material.

14. The feedback I provide students is
   a. Oral only.
   b. Written only.
   c. Either oral or written depending on the situation.
   d. Either oral or written feedback and within hours or a couple of days at most.
   e. Some form of oral or written feedback as quickly as possible and based upon criteria or a rubric with diagnostic and specific information.

15. I consult with colleagues on my work with students
   a. Very infrequently or Never
   b. Occasionally
   c. In department meetings
   d. When accreditation or program review requires dialogue
   e. On a regular and scheduled basis to improve practice
16. I believe that student interactions and classroom instruction should
   a. Allow students the opportunity to express what they know.
   b. Respect diverse talents and ways of learning including potential cultural differences or perspectives.
   c. Emulate real world experiences, not those unique to academic environments.
   d. Consider first what the student needs to learn and be able to do, then second what information or content is essential.
   e. All of the above.

17. With regards to professional development dedicated to student success and basic skills
   a. I do not participate usually
   b. There are very few options on our campus, but I would participate
   c. I participate in some faculty development opportunities on my campus
   d. I participate in faculty development opportunities in venues outside of my campus
   e. I participate in faculty development opportunities on my campus and in other venues (such as statewide, national, online or other professional meetings).

18. Which of the following would be most beneficial to increasing student success in your area of work?
   a. Principles of learning theory
   b. Specific pedagogical and student service practices
   c. Holistic student development
   d. Culturally responsive teaching theory and practices
   e. Curricular and program alignment strategies

(A matrix linking these self-assessment questions to the Effective Practices in Basic Skills as a Foundation for Student Success in California Community Colleges and other seminal literature is found in the appendix)
The rubrics below provide another opportunity for self-assessment of our practice based upon important principles of good undergraduate education and principles of good practice for student affairs. Both *The Principles of Good Practice in Undergraduate Education (1987)* \(^2\) and *The Principles of Good Practice for Student Affairs (1996)* \(^3\) have been supported by research on teaching and learning over the last 50 years (a summary is available in the Appendix). These rubrics were developed to educate and diagnose areas of potential improvement. They are not evaluation tools or used to justify what you are doing, but rather to stimulate us all to keep learning by identifying a few key areas.

The first rubric addresses work in student services, the second rubric addresses instructional work. Some people will need to complete both rubrics to cover the expanse of their work. Please circle the boxes that truly represent your practice, then place a star in the boxes that represent ways you would like to change your practice.

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\(^3\) Principles of Good Practice for Student Affairs National Association of Student Personnel Administrators [http://www.naspa.org/resources/principles.cfm](http://www.naspa.org/resources/principles.cfm) 1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009 phone: (202) 265-7500 · fax: (202) 797-1157
<table>
<thead>
<tr>
<th></th>
<th>Sage Practitioner</th>
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<tbody>
<tr>
<td>1. Core Function</td>
<td>I see the core function of my role to serve students.</td>
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<tr>
<td>2. Active Learning</td>
<td>I see my role in student services as providing necessary information and advice for a student to be successful.</td>
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<tr>
<td>3. Values and Ethical Standards</td>
<td>I do not feel I should participate in ethics and value discussions; this is the purview of the dean of students.</td>
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<td>4. Expectations for Student Learning</td>
<td>I want students to be aware of campus learning expectations.</td>
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<tr>
<td>5. Perception about Learning Styles</td>
<td>I have heard about learning styles, but am unclear how to incorporate them into my student interactions.</td>
</tr>
<tr>
<td>6. Systematic Inquiry to Improve</td>
<td>I get evaluated regularly and know how well I do my job.</td>
</tr>
<tr>
<td>7. Student Interactions</td>
<td>When talking with students I listen carefully and answer their questions.</td>
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<tr>
<td></td>
<td>Engaged Practitioner</td>
</tr>
<tr>
<td>1. Core Function</td>
<td>I see my core function to serve and educate students.</td>
</tr>
<tr>
<td>2. Active Learning</td>
<td>I see my role in student services as providing information, advice, and leading the student to make a good decision.</td>
</tr>
<tr>
<td>3. Values and Ethical Standards</td>
<td>I feel the ethics and values discussions are covered well in the student handbook and I address them if a student asks.</td>
</tr>
<tr>
<td>4. Expectations for Student Learning</td>
<td>I regularly communicate the high expectations our campus has described in the student handbook or catalogue and mission statement.</td>
</tr>
<tr>
<td>5. Perception about Learning Styles</td>
<td>I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about strategies</td>
</tr>
<tr>
<td>6. Systematic Inquiry to Improve</td>
<td>My work is indirectly assessed through the student satisfaction survey we do periodically.</td>
</tr>
<tr>
<td>7. Student Interactions</td>
<td>In addition to listening carefully and answering questions, I also refer students to the appropriate academic support services.</td>
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<tr>
<td></td>
<td>Mentor Practitioner</td>
</tr>
<tr>
<td>1. Core Function</td>
<td>I see my core function to serve and educate students, but also to focus on student learning outcomes.</td>
</tr>
<tr>
<td>2. Active Learning</td>
<td>I see my role in student services as providing learning opportunities so that the student can discover information, know when and where to seek advice, and think critically about decisions.</td>
</tr>
<tr>
<td>3. Values and Ethical Standards</td>
<td>I emphasize that college is a learning community with values and ethics meaningful for all of life and I model these for students.</td>
</tr>
<tr>
<td>4. Expectations for Student Learning</td>
<td>I communicate and hold students to high learning expectations by checking in with them and discussing not only our college expectations, but also the student’s own personal expectations.</td>
</tr>
<tr>
<td>5. Perception about Learning Styles</td>
<td>I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.</td>
</tr>
<tr>
<td>6. Systematic Inquiry to Improve</td>
<td>I regularly assess my work, including student input, and then dialogue with colleagues about results in order to improve.</td>
</tr>
<tr>
<td>7. Student Interactions</td>
<td>I listen carefully, answer questions, and refer students to academic support services, while helping students consider learning, academic, and personal goals.</td>
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<tr>
<td>8. Achieving the Institutional Mission and Outcomes</td>
<td>Sage Practitioner</td>
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<tr>
<td>I am very concerned with students but I am not sure how larger institutional goals are reflected in my work.</td>
<td>I have read the institutional mission and found it interesting or helpful. I am concerned about helping students meet the institutional learning outcomes.</td>
</tr>
</tbody>
</table>

| 9. Interaction with other Student Services and Instructional Faculty | I don’t see the advantage of discussing my work with others. | I meet with colleagues occasionally to discuss my work activities and inform other departments about pertinent information. | I regularly share things I am learning and new strategies or learning research with colleagues. I make an effort to forge educational partnerships with colleagues across the campus |

| 10. Faculty Perception of Multicultural Students | I understand that many of my students are from diverse backgrounds with different ways of understanding the material. | I understand that I may need to alter my style to communicate effectively with students from different cultural backgrounds. | I have identified some of the different cultural backgrounds and perspectives among our students. I try to create an inclusive and appreciative learning environment with this in mind. |

| 11. Building Community | I identify myself with the department in which I work. | I have created a few connections with people from other departments, when it has served the student’s needs. | I cultivate supportive communities that connect faculty, students and student services colleagues. |

| 12. Commitment to staff development | I occasionally attend professional development activities and conferences. | I attend professional development activities and conferences and bring information back to share with fellow faculty | I present ideas and research at conferences and campus professional development activities |

This rubric was designed based upon the *Principles of Good Practice for Student Affairs (1996)* jointly created by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) with additional principles from the American Association for Higher Education (AAHE), *Nine Principles of Good Practice for Assessing Student Learning* (AAHE, 1998). The *Principles of Good Practice for Student Affairs* are available online with inventories relating to each practice at [http://www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm).

Proceed on to the rubric for instructional faculty and tutors.
# Instructional Faculty Self-Assessment Rubric

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<tr>
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<th>Sage Teacher</th>
<th>Engaged Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Faculty Perception about Learners</strong></td>
<td>I have heard about learning styles, but am unclear how to incorporate them into my teaching.</td>
<td>I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about teaching strategies</td>
<td>I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.</td>
</tr>
<tr>
<td><strong>2. Course Design and Documented Student Expectations</strong></td>
<td>I provide statements of course expectations in my syllabus and other course documents and review them the first week of class.</td>
<td>I provide statements of course expectations in my syllabus and other course documents and I attempt to clarify and make them attainable to the students.</td>
<td>I have communicated and documented high expectations for every student in my courses. I try to ensure that the students understand them and can meet them.</td>
</tr>
<tr>
<td><strong>3. Course Organization</strong></td>
<td>I have worked very hard to get my courses organized and I am satisfied with the way they are.</td>
<td>I assess my own teaching, but have difficulty changing my course organization.</td>
<td>I constantly assess my own teaching and make frequent changes to my course organization to reflect student needs.</td>
</tr>
<tr>
<td><strong>4. Faculty Feedback</strong></td>
<td>I provide feedback to the students, but the demands of my course content prohibit in depth discussion.</td>
<td>I offer relevant and instructive feedback, but it is difficult to provide it and help students to make appropriate adjustments.</td>
<td>I provide concise, timely and instructive feedback that affords students opportunities to make appropriate adjustments.</td>
</tr>
<tr>
<td><strong>5. Faculty Assessment Practices</strong></td>
<td>I provide three or fewer assessments AND these assessments are of one variety (only exams, for example).</td>
<td>I use <em>limited varieties</em> of assessments but I provide feedback that enables them to succeed better on subsequent assessments.</td>
<td>I assess students frequently and in a variety of ways [projects, labs, quizzes, case studies, Classroom Assessment Techniques (CATs), exams, etc.]</td>
</tr>
<tr>
<td><strong>6. Assessment Alignment</strong></td>
<td>My assessments are not aligned with the course outcomes.</td>
<td>My assessments are aligned with the course outcomes, but results are not used to make adjustments to my teaching or course design.</td>
<td>I follow a clear cycle in the classroom of teaching, and assessing, then dialogueing about results with colleagues, to make adjustments to the course design and delivery.</td>
</tr>
<tr>
<td><strong>7. Student Interactions Outside of Class</strong></td>
<td>When talking with my students during office hours, I listen carefully and answer their questions about course subjects and materials.</td>
<td>In addition to listening carefully and answering questions about course subjects and materials, I also refer students to academic support services.</td>
<td>I listen carefully, answer course subject questions, and refer students to academic support services, as well as, consider learning needs, academic goals, and personal goals.</td>
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<td>Question</td>
<td>Sage Teacher</td>
<td>Engaged Teacher</td>
<td>Mentor Teacher</td>
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<tr>
<td><strong>8. Faculty Interaction with other faculty</strong></td>
<td>I don’t see the advantage of discussing assessment techniques or results with colleagues. And I am too busy to examine outside learning research material.</td>
<td>I meet with colleagues occasionally to discuss classroom activities. I read learning research that is sent directly to me.</td>
<td>I regularly share assessment results and new teaching strategies with colleagues. I make an effort to stay current on new learning research</td>
</tr>
<tr>
<td><strong>9. Student Meta-cognition (Thinking about Learning)</strong></td>
<td>I believe this is the responsibility of other departments (first-year experience courses, academic development, counseling, etc.).</td>
<td>My students take assessments to become aware of their learning.</td>
<td>I regularly challenge my student to think about their own learning and provide assessment and guidance to help them understand some of the new learning theories.</td>
</tr>
<tr>
<td><strong>10. Faculty Perception of Multicultural Students</strong></td>
<td>I understand that many of my students are from diverse backgrounds with different ways of understanding the material.</td>
<td>I understand that I may need to create new assignments or methods of teaching my course material in order to communicate effectively students from different cultural backgrounds.</td>
<td>I have identified some of the different cultural backgrounds and perspectives among our students. I try to create an inclusive and appreciative learning environment with this in mind.</td>
</tr>
<tr>
<td><strong>11. Linkage to the Institution</strong></td>
<td>I am very concerned with my own students but I am not sure what resources are available and how to connect them with campuses services, events, and activities.</td>
<td>I sometimes mention services, events or activities on campus that students might find interesting or helpful.</td>
<td>I actively send students to campus services, events and activities and/or create opportunities through class projects or activities.</td>
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<tr>
<td><strong>12. Connection and Integration with Student Services</strong></td>
<td>I can name the services available to help students at my college.</td>
<td>I know the student services available for students and often send them for help to specific services (tutoring, supplemental education, etc).</td>
<td>I have regular communication with faculty and staff in student services and instruction. I see the important connection between instruction and student services and actively facilitate student use of available services.</td>
</tr>
<tr>
<td><strong>13. Faculty commitment to staff development</strong></td>
<td>I occasionally attend professional development activities and conferences.</td>
<td>I attend professional development activities and conferences and bring information back to share with fellow faculty</td>
<td>I present ideas and research at conferences and campus professional development activities</td>
</tr>
</tbody>
</table>
This rubric was designed based upon the *Seven Principles for Good Practice in Undergraduate Education* developed through “50 years of research on how teachers teach and students learn” (Chickering and Gamson, 1987 p.4) and on the American Association for Higher Education (AAHE) *Nine Principles of Good Practice for Assessing Student Learning* (AAHE, 1998). Both can be found in the appendix in further detail.

**A word about the rubric titles:**

As higher education faculty, we have been trained as content experts. Sage teachers deeply embrace this fact, understanding and contributing to their field and believing that this is essential to all disciplines. **Sage faculty and practitioners** are skilled in their area of expertise, generally focusing on content and organizing their course and student interactions around that material. Though probably interested in active learning, they feel so rushed to cover the content in their courses and don’t know how to incorporate the techniques, leaving them like a building plan sitting on the shelf that they will never find the time to construct. Most of us have been overly concerned about delivering content which may or may not be adequately absorbed and digested by our students. Just walk into almost any class the week before finals as we attempt to cover everything left!

**Engaged faculty and practitioners** are those faculty who incorporate active learning with their content delivery. A good metaphor for their teaching is like a television building show, demonstrating measurements, ways to approach a project and explaining about the best quality materials. Obviously, this will impact the amount of content covered. A teacher can only “show” so many how-to projects, but viewers may be more likely to reproduce them on their own.

Finally, the **Mentor faculty and practitioners** represent faculty who coach other faculty in research validated good practices. This includes handing over the building plan and materials so new faculty can learn and contribute. In the classroom and student services, mentors have passed on the architectural drawings, demonstrated important things, but the lesson is not over until the faculty member or student service practitioner can see what the student is actually able to do.

All three of these types of faculty or practitioners are good at what they do but have different strengths and values. It’s important to know where you are now, as you set off to learn about what methods and approaches are most effective for basic skills students and where you might grow. No matter whether you’re a sage, engaged or mentor faculty member or practitioner, this handbook is full of strategies that will help you to do this work.

**Handbook Goals**

Now that you’ve taken these two assessments, take a few minutes to think about your goals for using this workbook. What are your strengths in working with basic skills students? How would you like to grow? Jot down any of your thoughts here concerning things you would like to work on or examine more carefully in the coming chapters, the appendix and resource pages. Self evaluation is only useful if you consider how you will respond and act on your analysis. You will be asked to respond to many things in this handbook.
Part 2 - Where is your College?

A good builder needs to know what’s in the architectural plans kitchen and the basic plans and uses for the structure. Each of California’s 109 community colleges was asked to prepare a Basic Skills Action Plan, describing how they were going to use funds received from the Chancellor’s Office to further the basic skills programs on their campus. What is your college planning to do? How will you fit in with those plans? You can find your plan by contacting the Basic Skills Coordinator on your campus (if you have one) or your Vice President of Instruction. (We handed these out at the regional trainings.) These plans were developed following college-wide discussions based on a self-assessment of practices used to serve ESL/Basic Skills students. Each college was asked to conduct this self-assessment and dialogue about it in order to assist in planning how to use additional funding provided by the state legislature.

If it’s useful to you, use the chart below to chart the Action Plan’s highlights and what role you will or might play in helping these efforts to be accomplished. Action plans were turned into the Chancellor’s Office May 2008 and were made available at the BSI Phase III Regional Trainings. Ask your VPI or CIO if you cannot find it. Also look at Chapter 19 for information for funding information.

Notes from Your Institutional Basic Skills Action Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Your potential role</th>
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<tbody>
<tr>
<td>A Organizational/</td>
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<td>Administrative Practices</td>
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<td>B Program Components</td>
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<td>C Faculty and Staff</td>
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Many innate variables affect student success beyond simpler college preparedness: cultural differences, socioeconomic differences, familial value of education and a student's family and job responsibilities. As was made clear in Chapter 1, it is very important to look at the demographics of basic skills students. Each college’s will be different. And, as Chapter 2 stressed, helping to build success for these students means examining some already created campus plans and seeing where they overlap. If you feel it will be helpful, the table below asks you to examine your college’s demographics data and your college’s Equity Plan, looking for where you might play a role. Take some time to fill it out and to brainstorm how you fit in with these plans to better help the students at your college.

Information on your student demographics can be accessed at http://misweb.cccco.edu/mis/onlinestat/studdemo_annual_college.cfm.

Your campus Student Equity Plan (SEP) is probably housed with your Vice President; however, the administrative summary can be found at the Chancellor’s Website at http://www.cccco.edu/SystemOffice/Divisions/StudentServices/StudentEquity/tabid/617/Default.aspx. The information will be made available to you at the regional trainings in a summary format.

### Notes from Your Institutional Student Equity Plan (SEP) and MIS data

<table>
<thead>
<tr>
<th>Information</th>
<th>The Data Indicates What?</th>
<th>Is there an Institutional Plan?</th>
<th>Your potential role</th>
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<tbody>
<tr>
<td>Student Demographics</td>
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<td>BSI Success for Ethnic Populations</td>
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<td>Strategies that were proposed</td>
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</table>
After working with the Basic Skills Action Plan and your campus Equity Plan, do you want to revise your goals for using this handbook? If so, jot down your thoughts below.
Appendix Chapter 3

Starting Points

Appendix 1: Principles of Good Practice for Student Affairs

Appendix 2: Seven Principles for Good Practice in Undergraduate Education

Appendix 3: AAHE Nine Principles of Good Practice for Assessing Student Learning

Appendix 4: Matrix Linking Questions and Rubric Components to Source Data
Appendix 1

Principles of Good Practice for Student Affairs

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

“Principles of Good Practice”

1. Good practice in student affairs engages students in active learning. Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2. Good practice in student affairs helps students develop coherent values and ethical standards. Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3. Good practice in student affairs sets and communicates high expectations for learning. Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4. Good practice in student affairs uses systematic inquiry to improve student and institutional performance. Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical
components of good student affairs practice. Student affairs educators who are skilled in using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.

5. **Good practice in student affairs uses resources effectively to achieve institutional missions and goals.**
   Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6. **Good practice in student affairs forges educational partnerships that advance student learning.**
   Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. **Good practice in student affairs builds supportive and inclusive communities.**
   Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.”

A joint association effort from the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA), initiated to draft *Principles of Good Practice for Student Affairs*. Retrieved from [http://www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm)
Appendix 2

Seven Principles for Good Practice in Undergraduate Education

By Arthur W. Chickering and Zelda F. Gamson

The following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student-Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.
6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Retrieved at www1.umn.edu/ohr/teachlearn/resources/guides/seven.html
Appendix 3

AAHE Nine Principles of Good Practice for Assessing Student Learning

1. *The assessment of student learning begins with educational values.*

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what’s easy, rather than a process of improving what we really care about.

2. *Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.*

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. *Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.*

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. *Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.*

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. *Assessment works best when it is ongoing not episodic.*

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.**

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.**

There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

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### Appendix 4

**Matrix Linking Questions and Rubric Components to Source Data**

<table>
<thead>
<tr>
<th>Quiz answers</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. e</td>
<td>CCCCO Document nation-wide the average is the same</td>
</tr>
<tr>
<td>2. varies</td>
<td>Thought question which may vary in some courses with multiple prerequisites, but probably reflects the same percentages of first year students unless basic skills are addressed</td>
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<tr>
<td>3. e</td>
<td><em>Basic Skills as a Foundation for Student Success in California Community Colleges</em> (the Poppy Copy) p 13</td>
</tr>
<tr>
<td>4. a</td>
<td>Data from NADE and national organizations on developmental education</td>
</tr>
<tr>
<td>5. e</td>
<td>CCCCO report</td>
</tr>
<tr>
<td>6. b</td>
<td>Varies at institutions; some may be uniformly low most are in one area or another</td>
</tr>
<tr>
<td>7. e</td>
<td><em>Basic Skills as a Foundation for Student Success in California Community Colleges</em> (the Poppy Copy) p 4 &amp; 5</td>
</tr>
<tr>
<td>8. c</td>
<td>System-wide Student Equity Plan data</td>
</tr>
<tr>
<td>9. e</td>
<td><em>Basic Skills as a Foundation for Student Success in California Community Colleges</em> (the Poppy Copy) p 4-7</td>
</tr>
<tr>
<td>10. e</td>
<td>ARCC data analysis, Student Equity Plans and <em>Basic Skills as a Foundation for Student Success in California Community Colleges</em> (the Poppy Copy) p 102</td>
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</tbody>
</table>
| 11. d | From Green and Red Tape by TICAS page 23 43% -51%  
| 12. e | *Foundation for Student Success in California Community Colleges* (the Poppy Copy) p 71-75, D.1, D.6 |
| 13. e | *Good Practice for Student Affairs and Principles of Good Practice in Undergraduate Education and Basic Skills as a Foundation for Student Success in California Community Colleges* (the Poppy Copy) A.7 |
| 14. d | *Foundation for Student Success in California Community Colleges* (the Poppy Copy) B.2, D.7 |
| 15. e | Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and *Basic Skills as a Foundation for Student Success in California Community Colleges* (the Poppy Copy) D.1, D.9 and p. 71-75 |
| 16. e | Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and *Basic Skills as a Foundation for Student Success in California Community Colleges* (the Poppy Copy) D.1, D.9 and p. 71-75 |
| 17. e | Principles of Good Practice in Undergraduate Education |
| 18. e | Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning |
| 19. e | Principles of Good Practice in Undergraduate Education & AAHE Nine Principles of Good Practice for Assessing Student Learning and Basic Skills as a Foundation for Student Success in California Community Colleges (the Poppy Copy) D.2 |
| 20. e | *Basic Skills as a Foundation for Student Success in California Community Colleges* (the Poppy Copy) C.1,C.2, C.4, C.5 , D.1, D.4 |
| 21. any | Individual’s response is most important |
Chapter 4

Student Services: Redesigning the Structure

Primary Authors
Janet Fulks, Bakersfield College, Faculty
Marcy Alancraig, Cabrillo College, Faculty
Gary Williams, Crafton Hills College

With thanks for contributions from
National Association of Student Personnel Administrators (NASPA)
American College Personnel Association (ACPA)

Pasadena City College
Mary Ann Laun, Administrator
Chapter 4

Student Services: Redesigning the Structure

A new student’s first encounters with a college campus communicate key expectations that will play a crucial role in the potential success of that student. They learn not only about what courses and requirements are necessary to complete a program or degree, but they also come to understand what will be expected of them in the classroom as well as what learning experiences they will have outside of class as well. Most often, these initial exchanges occur before the student ever sees the inside of a classroom on campus. For basic skills students who arrive under-prepared for the challenges of college, these initial encounters will also communicate to them who they can turn to for advice, guidance and support. The student support services professional staff are the ones who most often convey these expectations to students.

In “Beyond the Open Door: Increasing Success in California Community Colleges,” Shulock and Moore cite the research that confirms the value of effective student support services. “Students who more frequently utilize student support services are better adjusted to college life, more likely to be committed to the goal of a college degree, and more likely to persist toward earning that degree (Grant-Vallone, Reid, Umalli, & Pohlert, 2004; Chaney, Muraskin, Cahalan, & Goodwin, 1998).” Furthermore, they state, “Students themselves seem to confirm the importance of good support services since dissatisfaction with student services and counseling is often cited as a reason for leaving community college (Adelman 2005; Metzner 1989 as cited in Purnell & Blank 2004).”

Despite the critical nature of the role that Student Services plays in supporting basic skills students, their contributions and efforts often occur in isolation from the instructional units of the campus. Historically, student services and academic affairs have been concurrent but separate functions on campus, which operate with differing and often conflicting ideas of what should be expected of students. This “silo effect” is a common phenomenon on campus, where communication and

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1 Moore and Shulock Beyond the Open Door: Increasing Success in California Community Colleges, Institute for Higher Education Leadership and Policy, August 2007 pg 20
2 Ibid pg 21
coordination among departments is inadequate to meet the needs of students, or simply does not occur.

Eliminating the silos on campus that may exist between student services and instruction is a vitally important goal for creating the conditions that allow basic skills students to flourish. “Any institution that wishes to make student achievement, satisfaction, persistence and learning a priority must have competent student affairs professionals whose contributions complement the academic mission of the institution in ways that help students and the institution realize their goals.” (Whitt, E.J. 2005). Consequently, redesigning a new structure that places student affairs staff as “full partners in the educational enterprise” (Whitt, E.J. 2005) has become an important new priority for colleges that seek to create enriching educational opportunities for basic skills students and help them manage the various transitions they will face as they realize their academic and personal dreams.

**Principles of Good Practice for Student Services**

In *Principles of Good Practice for Student Affairs* (1998) the National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA) articulated a new charge for college campuses:

> “Today’s context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about increasing cost of higher educations and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.” (p. 1)

NASPA and ACPA worked collaboratively to develop a set of defining Principles for Good Practice in Student Affairs, as stated below. Chapter Three includes a longer explanation in the appendix with a website designed for self-assessment surveys at [http://www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm).

<table>
<thead>
<tr>
<th>Good Practice in Student Affairs:</th>
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In *The Student Learning Imperative: Implications for Student Affairs* (1996), the ACPA made a bold statement calling for a paradigm shift in Student Affairs, stating:

Higher education is in the throes of a major transformation. Forcing the transformation are economic conditions, eroding public confidence, accountability demands, and demographic shifts resulting in increased numbers of people from historically underrepresented groups going to college. More people are participating in higher education than ever before, yet the resources supporting the enterprise are not keeping pace with the demand. Because of these and other factors, legislators, parents, governing boards, and students want colleges and universities to reemphasize student learning and personal development as the primary goals of undergraduate education. In short, people want to know that higher education is preparing students to lead productive lives after college including the ability to deal effectively with such major societal challenges as poverty, illiteracy, crime, and environmental exploitation. (p. 1)

This document was developed to stimulate discussion and change in Student Support Services based upon assumptions about an educated person and the role of a learning-centered institution. They identified and discredited the dichotomy on many campuses between student services and instruction (referred to as “silos of practice” in California community colleges. See Chapter 6 for a more in-depth discussion of these silos)

The concepts of "learning," "personal development," and "student development" are inextricably intertwined and inseparable. Higher education traditionally has organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the quality of one's job performance, family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective.3

What does a learning oriented Student Support Services look like on a campus? Imagine a new building, one in which Instruction and Student Support Services are housed together, rather than the previous model of various silos scattered across a campus. Perhaps the shift can be thought of as moving from a farm, with various outbuildings, into a modern high rise where everything a student needs is contained in one sleek structure. According to the ACPA, there are several characteristics that commonly provide evidence of a student-learning orientation and several good self-assessment questions (in bold) that can help student support service providers build this kind of new building

1. The first has to do with the mission or goal of the Student Support Services areas. Their goal should be to facilitate student learning and personal development. Student learning outcomes will exist for every unit or department within Student Services areas as they are in Instruction; in fact, SLOs are now required for both as part of the ACCJC 2002 Accreditation standards.

2. In addition, faculty and staff should know their particular role with relation to learning and personal development. For some, this is a large shift from the service mentality where things are done FOR students. Now each interaction should be viewed as a learning opportunity. For example, in this new high rise, you wouldn't show students where the courses are in the schedule; instead, you would teach them to read the schedule so they can do this on their own. Faculty and staff should ask themselves, “How can student affairs professionals be more intentional about promoting student learning while continuing to provide needed services to students and the institution?”

3. The third characteristic is that resources are allocated and rewards accumulated as a result of contributions to student learning and personal development. The staff and faculty in this new building of student support services model the focus on learning and development that they expect from students. Adequate staffing and resources to support the student learning process are an important aspect of the program review process. Faculty and staff create learning opportunities within the student support service departments and seek out learning opportunities.

4. The fourth characteristic involves collaboration with other parts of the institution. Rather than individualized units with independent functions, student support services departments actively seek partnerships with other services and instructional components of the college. These partnerships enhance the student pathway through the institution and model the importance of working together to accomplish transformational change. “Student affairs professionals attempt to make "seamless" what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning. Examples of campus agencies that are potentially fruitful links include instructional design centers, academic enrichment programs, and faculty and staff development initiatives. Off-campus agencies (e.g., community service) and settings (e.g., work, church, museums) also offer rich opportunities for learning and students should be systematically encouraged to think about how their studies apply in those settings and vice versa.”

5. The fifth characteristic is that student support services professionals are very well-informed about the students at their college and can access important data from the institutional researcher. They have seen the data and understand the latest research on

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the various student populations that they serve. The student support services faculty and staff are current on policy changes and make it a habit to actively inform students about these changes and how they may impact learning.

6. Lastly, student services faculty and staff implement new strategies that enhance learning and assess process to determine whether changes have increased student success. Does the student support services faculty and staff participate in institution-wide assessment and in their own departmental assessment? Do they discuss the results of the assessments with one another and collaborate to improve processes?

“Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education.”

As we said at the opening of this chapter, Student Support Services are the first impression and first contact new students have at the institution. The policies and procedures in Student Support Services should be developed from good research and assessed regularly in order to stay learner-focused. The next section of this Chapter will describe promising practices in Financial Aid. More Promising Practices will be added to this chapter later.

Promising Practices in Financial Aid

As a student, the first service that either opens or closes the door to higher education at a community college is most likely financial aid. What do you know about financial aid? Let’s begin with a short quiz.

1. Nationwide, how many students community college students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

2. How many CCC students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

3. What are important aspects to financial aid?
   A. Providing information about financial aid
   B. Informing students about fee waiver options
   C. College culture about financial aid
   D. Staffing and Funding resources available to the financial aid office
   E. A balance between providing information and assistance to student and meeting administrative demands

4. What percent of CCC student college expense is the result of fees?
   A. 0%
   B. 5%
   C. 10%
   D. 20%
   E. 30%

5. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   A. 5% - 15%
   B. 15% - 30%
   C. 30% - 45%
   D. 45% - 50%
   E. 50% - 65%

Think about the implications of the above questions in relation to your community college student population and access. What are important issues to evaluate on your college campus?
Several recent research studies have provided excellent information on the pivotal role of financial aid.

Michael MacCullum from Long Beach City College examined the effect of financial aid processing policies on student enrollment, retention and success. Data from a comprehensive survey of the California community college financial aid offices provide insight into how policies and procedures affect enrollment, retention and success. Implications and strategies for action at the local and state level to improve student success and retention will be examined.

This study is available at http://www.nasfaa.org/Annualpubs/Journal/Vol37N2/index37n2.html

The Institute for College Access & Success (TICAS) strives to make college accessible and affordable for people for all students from all backgrounds. In a recent publication about California community college admissions and financial aid processes called Green Lights and Red Tape: Improving Access to Financial Aid at California’s Community Colleges, TICAS describes key strategies that need to be addressed in California community colleges to improve access, retention and success for our students. The report states:

“Accessing financial aid isn’t all about being eligible for it. Whether students can learn about aid, get help applying for it, and receive it when they need it all depends on the policies and practices of individual financial aid offices. A recent scan of the California community colleges found wide variations in financial aid practices and policies, and identified areas where student access to aid can be improved.”

The report also provides models of specific effective practices, many of which with no additional cost, which can affect success. It includes some examples of financial aid innovations that respond to strategic changes in financial aid, such as: At San Bernardino Valley College, during the hottest days of summer, the financial aid office provides free water bottles and cardboard fans that direct students to their location and office hours. Santa Barbara City College provides a brochure that gives explicit directions for financial aid. (see the brochure in the appendix) See the article at http://www.ticas.org/files/pub/Green_Lights_Red_Tape.pdf

Important recommendations that should occur immediately in financial aid to contribute to increased student success.

1. Assess existing policies and procedures to identify barriers for students.
2. Dialogue with the Chancellor’s Office and other colleges about collaborating to communicate financial aid options and encourage student applications.
3. Assess student feedback on services and use these to improve existing policies.

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Student Success and Library Usage

(Contributed by Mary Ann Luan Pasadena City College, Dean)

Pasadena City College Library had a simple research questions regarding library usage, success and retention rates for basic skills students And non-basic skills students.

The simple research method was:

Step 1: Collect the identification numbers of any students who checked anything out of the library last year (either media, books, periodicals or a computer) for the last 5 years. Checking something out from the library was an indicator of library usage.

Step 2: Check those identification numbers with the numbers of any students enrolled in basic skills classes and those enrolled in non-basic skills.

Step 3: Determine the success and retention rate of those basic skills students and non-basic skills students that used the library versus those students who did not use the library.

These data are available at

http://shatfordlibrary.pbwiki.com/Success+and+retention+data+for+Library+users

Table 1. Success Rates of Basic Skills and Non-Basic Skills Students by Usage of Library Resources.

<table>
<thead>
<tr>
<th>Year</th>
<th>Non -Basic Skills Students</th>
<th>Basic Skills Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Library Users</td>
<td>Library Users</td>
</tr>
<tr>
<td>02-03</td>
<td>63.59</td>
<td>74.78</td>
</tr>
<tr>
<td>03-04</td>
<td>63.31</td>
<td>74.96</td>
</tr>
<tr>
<td>04-05</td>
<td>62.55</td>
<td>73.76</td>
</tr>
<tr>
<td>05-06</td>
<td>62.53</td>
<td>73.06</td>
</tr>
<tr>
<td>06-07</td>
<td>60.76</td>
<td>73.00</td>
</tr>
</tbody>
</table>

Table 2. Retention Rates of Basic Skills and Non-Basic Skills Students by Usage of Library Resources.

<table>
<thead>
<tr>
<th>Year</th>
<th>Non -Basic Skills Students</th>
<th>Basic Skills Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Library Users</td>
<td>Library Users</td>
</tr>
<tr>
<td>02-03</td>
<td>80.63</td>
<td>87.67</td>
</tr>
<tr>
<td>03-04</td>
<td>80.56</td>
<td>87.31</td>
</tr>
<tr>
<td>04-05</td>
<td>80.29</td>
<td>87.04</td>
</tr>
<tr>
<td>05-06</td>
<td>80.17</td>
<td>86.49</td>
</tr>
<tr>
<td>06-07</td>
<td>79.39</td>
<td>86.70</td>
</tr>
</tbody>
</table>

Statistically there is a significant difference in both success and retention rates for students that use the library whether basic skills students or not. In some cases that success rate is 14% greater than those that never checked any resource out of the library.

Looking at this data, one could conclude that faculty should develop any means possible to connect students to the library early in their college career in order to enhance success and retention. There are however, many other questions to ask about other variables influencing these data. But it is an exciting beginning towards what may indicate or enhance student success.
More Promising Practices Coming Soon!
Stay tuned for descriptions of promising practices in other Student Support Services areas.

Innovation and Improvement Through Assessing Student Services SLOs

The best way to ensure the success of any promising innovative practice, to help evaluate the high rise construction that Student Support Services builds to help students, is to assess it to see how it is working. With the 2002 changes to accreditation standards, student services programs have been given the opportunity to articulate the ways in which they contribute to the student educational experience through developing student learning outcomes. The assessment of student learning in co-curricular contexts reaffirms the educational mission of student services by documenting the ways in which students learn, and offers a means of continuous improvement of those ways of learning. This represents an important shift – where previously student services were often seen as providing a service, they are now seen as offering learning opportunities where students gain valuable skills and abilities that enable them to become self-directed and autonomous learners.

A Student Service outcome is like any other SLO (see Chapter 9 for a detailed description of course SLOs and assessment). An SLO describes the:

- knowledge
- skills
- abilities
- attitudes
- beliefs
- opinions
- values

that students have attained by the end of a learning experience. The emphasis is on what students are able to DO as a result of the learning that has taken place, and the evidence that students have indeed acquired the desired knowledge, skills and abilities.

The assessment of Student learning outcomes varies with the specific outcome and the department that is doing the assessment. There is no one right way to do this, and colleges are developing various methods that meet their own unique needs. Here are some examples of Student Services SLOs and some ways that you might be able to assess them.

El Camino College:
Admissions and Records: Students will be able to utilize web technology to accurately and successfully apply and register on-line.

The college could assess this outcome by gathering data on how many students register successfully on the web. This would be a direct, quantitative assessment.
Student Development: By participating in Student Government, students will be able to facilitate a group meeting using parliamentary procedure.

This could be assessed by through observation with the use of a rubric (see the appendix for definitions, examples and directions for how to write a rubric). This is also a direct measure.

Counseling
By completing a series of career assessments, undecided students will be able to choose a major.

This could be assessed by tracking the numbers of undeclared students who then declare a major within a certain period of time after completing the career assessments. This is a direct, quantitative measure.

Here are some other examples of Student Services SLOs. Use the box after each one to describe a possible way to assess it that might work at your college.

El Camino College - Financial Aid
*Students using the online Financial Aid Orientation will use more online financial aid services*

Santiago Canyon College
*After using Student Services at Santiago Canyon College Students will be able to acknowledge a personal problem, identify sources of assistance, and obtain assistance.*
The Santiago Canyon example is an outcome that might particularly benefit from qualitative measures: focus groups, interviews, surveys, or a student self-assessment. While a quantitative measure might tell you precisely how many students used a college service to obtain assistance, those numbers would not enable you to evaluate the student’s ability to acknowledge the problem or correctly identify sources of assistance that are effective. However, it would provide an important baseline to determine whether the service was being used by students.

Let’s try working with a more complicated student service learning outcome in counseling. Research clearly shows that students who declare an educational goal are more likely to succeed than students who are undefined and undeclared. One school wrote a counseling outcome that recognizes this important fact.

**Students will develop a plan that identifies coursework necessary to achieve their educational goal.**

What kind of assessment would measure this outcome? Remember that SLOs measure higher level thinking skills. When and where are the students using those skills to identify coursework to achieve their educational goals? Jot down your thoughts here:

If you considered using student educational plans - good idea. This is similar to the course embedded assessment method that many faculty use to assess course SLOs (see Chapter 15). But think about the interactions between the student and the counselor when writing an Ed plan. Who does the work? California State University at Long Beach has data to show that students change their major an average of five times within the first two years. Students will not have counselors there to help them for each of these changes, so students must learn how to revise, rethink and recreate their Ed plan on their own.

Perhaps you might want to think about the steps in the counseling process. Where might you assess this outcome and what would give you the best information? Jot your thoughts in the space on the next page.
Assessing Entire Departments or Programs

The appendix contains detailed example from Mesa College’s DSPS Program. Note the organizational structure. The college’s SLOs for the AA degree are listed first. Beside them, DSPS outcomes are articulated in another column, showing how they are mapped to the ones for the AA degree. Finally, the activities and assessments for each of the program SLOs are listed as well. Many of these assessments are direct and quantitative.

This kind of mapping is very effective for some schools. It clearly links the department with college wide goals, which may help faculty who don’t appreciate the crucial work done in Student Services to get a clearer vision of its importance. Writing Program SLOs and developing assessments provides an ideal opportunity for everyone in the department to work together to articulate exactly how the department contributes to student learning.

Closing the Loop

There is one final step in writing and assessing Student Services SLOs. However your department or office decides to assess Student learning outcomes, the process is not complete until the results are shared and analyzed by your department. After that analysis, if needed, the department should make plans to improve services and increase student learning. Many schools are linking this final step in the assessment process with Program Review. Assessment results are used to justify budget requests, including the need for new staff, equipment or the expansion of programs. As stated in the Introduction to this handbook, this is a way that assessment can become your best friend.
Appendix Chapter 4
Student Services: Redesigning the Structure

Appendix 1: Quiz Answers

Appendix 2: Financial Aid Brochure SBCC

Appendix 3: Mesa DSPS SLOs
Appendix 1
Quiz answers

1. Nationwide, how many students community college students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. **approximately 45%**
   D. approximately 55%
   E. more than 75%

2. How many CCC students apply for financial aid?
   A. less than 25%
   B. **approximately 35%**
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

3. What are important aspects to financial aid?
   A. Providing information about financial aid
   B. Informing students about fee waiver options
   C. College culture about financial aid
   D. **Staffing and Funding resources available to the financial aid office**
   E. A balance between providing information and assistance to student and meeting administrative demands

4. What percent of CCC student college expense is the result of fees?
   A. 0%
   B. **5%**
   C. 10%
   D. 20%
   E. 30%

5. Latina/o students represent the fastest growing population of community college students and represent and average of 27% of statewide CCC students (but up to 85% of some individual college student body). Approximately what percent of Latina/o students and parents were **unable** to name even ONE source of financial aid funding?
   A. 5-15%
   B. 15-30%
   C. 30-45%
   D. **45-50%**
   E. 50-65%
Chapter 4

TERMS OF FINANCIAL AID OFFER

IF I REDUCE MY UNIT, DO I GET LESS MONEY?
YES in most cases! If you drop to a lower enrollment classification, you may expect less money.
Read "Unit Requirements for Award Eligibility" to determine the minimum enrollment level for your aid.

How your aid would happen:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Time Equivalent</th>
<th>Financial Aid for Same Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3/4 time</td>
<td>Fall: Cal Grants reduced to 3/4 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: Cal Grants reduced to 3/4 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td>Full-time</td>
<td>1/2 time</td>
<td>Fall: Cal Grants reduced to 1/2 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: Cal Grants reduced to 1/2 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td>Full-time</td>
<td>&lt;1/2 time</td>
<td>Fall: Cal Grants reduced to &lt;1/2 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: Cal Grants reduced to &lt;1/2 time for entire semester. No mid-semester check. Satisfactory academic progress required.</td>
</tr>
<tr>
<td>Full-time</td>
<td>Withdrawed from all classes</td>
<td>Fall: No mid-semester check. No Cal Grant available for any aid programs. May be re-enrolled in &quot;off-campus&quot; programs. Spring: No mid-semester check. No Cal Grant available for any aid programs.</td>
</tr>
</tbody>
</table>
|            |                 | **NOTICE:** Any change in your enrollment classification will affect your eligibility for financial aid.

WATCH FOR THESE IMPORTANT FINANCIAL AID DEADLINES

| Last day to add classes and be paid for them: | Fall 2007 - October 26, 2007 | Spring 2008 - March 21, 2008
| Last day to apply for financial aid: | April 10, 2007 |

Terms of Financial Aid Offer


TERMS OF FINANCIAL AID OFFER

The "Terms of Financial Aid Offer" will help you understand and manage your financial aid. Please read this brochure carefully to educate yourself about your responsibilities and to understand how the SBCC Financial Aid office can help you. Read SBCC’s Financial Aid Policies & Procedures online at mhs.sbcc.edu/financialaid for more information.

WHAT DO I HAVE TO DO TO GET FINANCIAL AID?

- Students become eligible for financial aid when meet all of the following requirements:
  1. File a FAFSA
  2. Complete their financial aid file
  3. Meet SBCC’s Satisfactory Academic Progress Policy
  4. Receive an Award Letter
  5. Enter in classes
  6. Stay enrolled in classes

HOW DO I GET MY AID?

- Financial aid is paid to you by check through the mail.
- Financial aid checks are never mailed.
- Your check is mailed to the last permanent address you have on file with the Office of Admissions & Records. Keep your address current.
- Most students receive two financial aid check per semester—usually mid-semester and end-semester. One check before or during the Winter Break.
- After the date listed above checks are mailed once a week throughout each semester.

Making Changes in 2007-2008 Financial Aid Awards

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Summer 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>January 15</td>
<td>June 30</td>
</tr>
<tr>
<td>September 30</td>
<td>February 2</td>
<td>July 30</td>
</tr>
<tr>
<td>October 15</td>
<td>March 15</td>
<td>August 15</td>
</tr>
</tbody>
</table>

WHAT ARE THE ENROLLMENT CLASSIFICATIONS AT SBCC?

For per-semester financial aid, the following enrollment levels are applied to all programs at all students:

- Full-time student (12 or more units)
- 3/4-time student (9 to 11 1/2 units)
- 1/2-time student (6 to 7 1/2 units)
- <1/2-time student (less than 6 units)

SBCC Financial Aid Office

Student Services Building Room 3210

Santa Barbara City College
Santa Barbara, CA 93109

805-756-2000 ext. 8001
www.sbcc.edu/financialaid

www.sbcc.edu/financialaid • (805) 756-2000

Chapter 4
### Appendix 3: Mesa College DSPS SLOs

#### Student Learning Outcomes

<table>
<thead>
<tr>
<th>SLO – Associate Degree</th>
<th>SLO FOR DSPS</th>
<th>DSPS ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions</td>
<td>Identifies educational barriers and functional limitations that are unique to him/her as a result of his/her disability. Develops a Student Ed Contract w/counselor &amp; understands how to use it to achieve educational goals</td>
<td># of New students completing DSPS application for services process&lt;br&gt;# of students completing educational limitation form with counselor&lt;br&gt;# of students enrolling on priority registration date</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication</td>
<td>Discusses his/her educational limitations and appropriate accommodations with the instructor. Utilizes “self-advocacy” skills to speak with instructors</td>
<td># of contacts made by counselors to instructors at student request (campus liaison)&lt;br&gt;# of contacts made by counselors to instructors at student request (campus liaison)</td>
</tr>
<tr>
<td><strong>Self-Awareness &amp; Interpersonal Skills</strong></td>
<td>(Personal Dev/Social Inter) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups</td>
<td>Identifies appropriate accommodation options with assistance of DSPS counselor</td>
<td># of DSPS services utilized by students&lt;br&gt;# of problems with service utilization</td>
</tr>
<tr>
<td>SLO – Associate Degree</td>
<td>SLO FOR DSPS</td>
<td>DSPS ACTIVITY</td>
<td>EVALUATION/ASSESSMENT</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Personal Action &amp; Civic Responsibility</strong>&lt;br&gt;(Responsibility/Initiative)&lt;br&gt;Ability to understand one’s role in society, take responsibility for one’s own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy</td>
<td>Requests appropriate academic accommodations in a timely manner.</td>
<td>Makes and attends appointments to meet with counselor.&lt;br&gt;Meets deadlines to schedule classes using priority registration.</td>
<td># of students enrolling on priority registration date</td>
</tr>
<tr>
<td><strong>Global Awareness</strong>&lt;br&gt;Ability to articulate similarities and contrasts among cultures and times, demonstrating knowledge of and sensitivity to cultural pluralist values and awareness of global issues</td>
<td>Participates in diverse activities, DSPS programs and can access campus resources</td>
<td>Participates in college-wide activities and services</td>
<td>DSPS student distributed widely in all college classes&lt;br&gt;DSPS student referral to Student Services&lt;br&gt;DSPS student participation in Scholarship, graduation, and student clubs</td>
</tr>
<tr>
<td><strong>Technological Awareness</strong>&lt;br&gt;Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation</td>
<td>Ability to apply and adapt technology and access options</td>
<td>Enrolls in classes utilizing computers and requesting appropriate software and hardware accommodations</td>
<td># of students enrolling in DSPS 21 classes&lt;br&gt;#of students requesting alternative media&lt;br&gt;#of liaisons with campus-wide computer labs and classes</td>
</tr>
</tbody>
</table>
Chapter 5

Effective Practices Common to All Disciplines: Common Building Materials

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Effective Practices Common to All Disciplines: Common Building Materials

Those of us who are privileged to work with basic skills students know a bevy of success stories, students who came to us facing many challenges and who eventually overcame them. Think of one of those students now. Perhaps it’s a student who had an advanced degree in his or her country of origin, but had to start all over in this one, and now has a well-paying job. Maybe it was single mother of three fleeing a battering husband who never completed high school but went on to earn her LVN and is now studying to be an RN. Possibly it’s a student with undiagnosed learning disabilities who learned how to work with them and is now at a four-year college. Recall your first interactions with that student. Would you have been able to speed her or his success if you had some tools to address basic frameworks for studying and learning in your particular class? In this chapter, we’re excited to share some effective strategies that cut across all disciplines, ones that have the potential to accelerate the construction of the building that houses each student’s particular academic dream.

One of the key findings in the research about students is that many enter our colleges without knowing how to be successful students. Some arrive with a long history of academic struggle in high school. Others turn up without much education, whether in their home countries or this one. And still others come to us with learning disabilities. A common and confounding feature of California community college students is their complex lives with commitments to jobs, families and other obligations that must be balanced with schoolwork. Some have very unrealistic expectations about the amount of time they must devote to academics in order to succeed, never mind the other obligations that they shoulder. Most students are unaware of the meaning of a Carnegie unit and the number of hours outside of the class that must be committed to college work. The California

Community College State Chancellor's office reports that of the California community college students reporting that they work, the AVERAGE hours per week are 32. Factor this average work commitment in with other responsibilities and we find a very different situation from most of our experiences in college. When do today's students take the time required to think about learning and to focus on becoming a deep learner? Today, cognitive researchers are discovering that this may be the most important aspect of learning for all students. Teaching developmental learners how to be students, to assume a “learner identity,” as discussed in detail in Chapter 6, is a job for all of us who serve this population. The strategies in this chapter, which move from student self-assessment and study preparedness to learning styles, are the weight bearing beams and two-by-fours used for building the skeleton of any structure. Without them, everything else – sheet rock and plumbing, wiring and paint – will be askew. With them, the building will be supported and structurally sound.

A Little Background: Neuroscience and Learning Theory

“Until quite recently, understanding the mind—and the thinking and learning that the mind makes possible—has remained an elusive quest, in part because of a lack of powerful research tools. Today, the world is in the midst of an extraordinary outpouring of scientific work on the mind and brain, on the processes of thinking and learning, on the neural processes that occur during thought and learning, and on the development of competence. The revolution in the study of the mind that has occurred in the last three or four decades has important implications for education…a new theory of learning is coming into focus that leads to very different approaches to the design of curriculum, teaching, and assessment than those found in schools today. Equally important, the growth of interdisciplinary inquiries and new kinds of scientific collaborations have begun to make the path from basic research to educational practice somewhat more visible.”

Isn’t it amazing that for the very first time, we know what works to help students learn, based upon brain science and research studies in neuroscience and learning theory? Combining information from a score of fields, educators are coming to better understand the mysteries of the learning process in order to help all students acquire knowledge quickly and in more depth. Their research into the SCIENCE of learning, its neurological and behavioral aspects, have opened new doors for student success. If you are having a skeptical moment, wondering if this isn’t the same old stuff in a new guise, coated in edu-babble common among only a limited group of educators trying to make things more complicated and important than they are, we ask for your indulgence and exploration. This chapter deals primarily with cognition (knowledge) and metacognition (thinking about how one thinks or learns something). This information is based on well-founded research and is supported by the many resources noted in the footnotes and at the end of this chapter. So dive in and learn about learning. The National Research Council believes it may be one of the MOST important aspects for learning any discipline knowledge.

Two key components of learning are deep learning and self-regulated learning (SRL). The first, deep learning, relates to the organization and linking of knowledge so that it can be retrieved and used lifelong. The second Self Regulated Learning (SRL) involves students thinking about their own

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learning in a way that allows them to transform and adapt their own learning processes. SRL is a necessary component for students to create and meet educational goals. It is the link or interface between personally developed learning strategies, cognitive content and application of that knowledge, skill or value into real world circumstances. Perhaps the best news of all is that **deep and self-regulated learning can be taught in any class**, in context with the course work, and it will result in improved success for all students in most of their academic endeavors.

More has been written about this than we have time to discuss here, so we will only touch on key findings. For more information, explore the materials cited at the end of the chapter; honestly, it is fascinating!

> “In the latter part of the 20th century, study of the human mind generated considerable insight into one of the most powerful questions of science: How do people think and learn? Evidence from a variety of disciplines—cognitive psychology, developmental psychology, computer science, anthropology, linguistics, and neuroscience, in particular—has advanced our understanding of such matters as how knowledge is organized in the mind; how children develop conceptual understanding; how people acquire expertise in specific subjects and domains of work; how participation in various forms of practice and community shapes understanding; and what happens in the physical structures of the brain during the processes of learning, storing, and retrieving information.”

**Key Findings on Learning Research**

How will all of this information about neuroscience affect your classroom and your teaching or service to students? Let’s check out your own knowledge first with a true or false test based on the latest research. Mark each answer with either a T or F.

1. Students’ pre-conceptions can be easily reshaped and replaced with new and correct content information.

2. The facts and knowledge in most textbooks and course materials, when memorized, translate into useful understanding.

3. Students retain knowledge better from the hands-on learning or active learning, than they do from listening to lectures.

4. Deep learning requires a deep knowledge from repetition and drilling.

5. Assessments are actually a learning tool, but provide a way to visualize that learning.

6. Students must be conscious and attentive to their own learning strategies.

7. Addressing self-regulated learning is the primary responsibility of the Academic Development and Counseling departments.

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Answers to the Quiz

1. False
2. False
3. True
4. False
5. True
6. True
7. False

The following information follows the major points made in the quiz. As each quiz answer is discussed, we have included references to research and innovative pedagogical techniques that you can employ in your interactions with students in order to support learning for all students in all disciplines.

Student Preconceptions and Misconceptions

(Quiz Question 1. Students’ pre-conceptions can be easily reshaped and replaced with new and correct content information. False.)

Students come to colleges with pre-conceptions that must be engaged, or they will fail to grasp new concepts. “For the scientific understanding to replace the naïve understanding, students must reveal the latter (pre-conception) and have the opportunity to see where it falls short.” 4 This implies that faculty should reconsider interactions with students. Typically we consider our role as adding value to the student’s college experience, but research has shown that students will learn new information for a test, only to revert to preconceptions shortly thereafter. In a now-famous research study at Harvard called, *A Private Universe*, students and faculty were asked a simple question about the earth’s seasons. In a truly inexplicable series of responses, it becomes apparent that students, graduate students and faculty have the same misconception about a rather simple scientific theory. In this assessment and analysis, the power of pre-conceptions to dislodge factual teaching is revealed. This 20-minute video will challenge your thinking about how people really learn. It is available for free at http://www.learner.org/resources/series28.html 5

When a student enters a counseling session, attempts to use the library, or attends a class, what preconceptions and misconceptions are they operating under? We now know that some of the information they need to learn, in order to succeed, will not be deeply learned. One example that affects both student services and instruction is the misconception that males perform better than females in math and science. This may influence a student’s academic goals and coursework. He or she may have had this concept drilled home in their previous educational experiences. Yet the data from meta-analyses show that males and females perform nearly equally in many measures of science and math (i.e. number of degrees, scores on standardized testing, and grades). 6 Another misconception has to do with the amount of work associated with a Carnegie unit outside of class.

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Ask your students how many hours they should expect to work outside of class for each hour of class some time. Surely you know that your expectations and theirs sometimes differ. Discipline misconceptions about this have always affected the sciences, and many professional organizations have begun to study the source and extent of some very common misconceptions. Now consider misconceptions students have about writing. We sometimes wonder why they can take English courses every year through high school and yet arrive in our classes still unable to write. Appendix 1 has a list of some of these misconceptions and websites dedicated to identifying them and informing teachers about them. Finally, please do not hesitate to consider what misconceptions may be underlying our interaction with students that we have not analyzed thoroughly. The appendix contains a link to misconceptions about multicultural teaching and ESL students. Can you list a few misconceptions you may have about basic skills students? See Chapter 1: Who Are Basic Skills Students for some common misconceptions about this student group and the truth about them.

**Mastery of Content Specific Information**

*(Quiz Question 2: The facts and knowledge in most textbooks and course materials, when memorized, translate into useful understanding. **False.**)*

Textbooks, exams, and many courses are organized around facts. This is also known as a content-centered course. It has been found that even when high-level concepts are covered, if the emphasis is on the facts alone, and memorization instead of understanding, it will not last long or be retrievable in the real world. Knowledge needs to be organized around concepts in order to be useful and transferred into real-life applications. Have you ever been surprised that students cannot add up the points in their classes and determine their own grades? The simple math seems to elude them. This may be a case where fact-based knowledge is present, but the ability to know when to use it is absent when trying to solve a real problem. This is referred to as the “transferability of knowledge.” We find this is very common in science students who cannot determine simple proportions or ratios but have sailed through calculus. Unfortunately, most textbooks and tests concentrate on independent facts even though relevant to a particular discipline. Mathematics instructors refer to this concept as contextualized Math, in other words, applying mathematics to real world situations. Chapter 9 discusses this in more detail and Appendix 3 has a sample Earth Day Math Quiz which can serve as an example of contextualized mathematics built upon concepts.

Here are a few important aspects that contribute to transfer of learning:

1. A certain critical mass of information must be achieved. So while facts alone are insufficient to produce learning, learning cannot be transferred without a factual foundation. However, it is important that faculty consider that knowledge is expanding like never before in history. No matter how long a course lasted, we could never cover all of the content of certain disciplines. The implication for deep learning is to carefully consider which facts are necessary, then reduce the breadth of coverage and concentrate on depth.

2. Opportunities to use the facts, reflect upon them, and apply them to problems or case studies provides practice and expertise.

3. Students need to be given opportunities to use their knowledge in flexible situations. Sometimes the answers need to not be well-known and often times there should be multiple perspectives or answers.

4. Transferring knowledge is an active process, not a passive one.  

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Active Learning

(Quiz Question 3. Students retain knowledge better from the hands-on learning or active learning, than they do from listening to lectures. True.)

“New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as so important, people must learn to recognize when they understand and when they need more information.”

Students learn as they carry out their activities or answer simple formative assessments or work in groups. In *Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning* by Zull (2002), he hypothesizes that success toward a learning goal becomes palpable in active learning, stimulating the pleasure senses of the brain and stimulating deeper learning. He sees the active learning process as an opportunity to hypothesize, reflect and experiment with new knowledge.

Many faculty have heard that students retain information longer and learn it better when there are interactive learning activities involved. But then why do most faculty continue lecturing and valuing lecture over laboratory settings where students participate in constructing their understanding? When students are active in their own learning, they are able to organize information and retrieve it. The National Training Laboratory of Bethel, Me., produced a learning pyramid that described learning retention. Why then do we concentrate so often on the top of the pyramid?

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10 Learning Pyramid. Average Learning rates for Learning Activities. National Training Laboratories, Methel, ME
Deep Learning

*(Quiz Question 4. Deep learning requires a deep knowledge from repetition and drilling. *False.* )

Students develop competence in an area when they have:

(a) a basis of deep factual knowledge,

(b) coupled with understanding about the facts within a conceptual framework, and

c) ultimately organized in a way that they can retrieve and appropriately relate the knowledge to a specific situation. This scaffolding of information is essential to a person being able to use knowledge. ¹¹

This mirrors Kolb’s learning cycle where a concrete learning experience is reflected upon, and then used to form an abstract hypothesis within the learner’s mind, that is then actively tested or experimented with in order to become useful learning.

Dr. James Zull, a neuroscientist, hypothesizes in the *Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning* (2002), that Kolb’s learning cycle actually follows a neurological pathway through the physical anatomy of the brain. ¹² In essence, he links the whole process like this:

Hearing or seeing words = Kolb’s concrete learning experience which occurs in the sensory cortex of the brain.

Remembering, studying, reviewing = Kolb’s reflection activity which occurs in the back or posterior integrative cortex.

Generating a new idea or hypothesizing how to use the knowledge = Kolb’s abstraction portion of the learning cycle, and this occurs in the anterior or frontal integrative cortex.

Trying out the knowledge or skill based on that hypothesis = Kolb’s active testing, and this would involve the motor cortex of the brain.

Using technology, these physical locations can actually be mapped in the brain. So the question to faculty is: “Are you only stimulating the sensory portion of the brain in your interactions with students? Do you actively consider and engage the other activities of the brain by asking students about their hypotheses and giving them an opportunity to experiment with the new knowledge?”

Assessment and Learning

An important role for assessment is timely, informative feedback to facilitate practice and acquisition of proficiency of skills and deep learning. Assessment should reveal the development of knowledge and skills to allow formative improvement, not just summative judgment, if it is to improve teaching


and learning. If these terms confuse you, see Chapter 15 for definitions and examples. Stay tuned for more information on this topic from the research included in Knowing What Students Know: The Science and Design of Educational Assessment. We will also include information about WYMIWYG (What You Measure Is What You Get) and the educational benefits of good assessment as a teaching methodology. The new information will be sent to you to be added to this handbook.

**Metacognition**

*(Quiz Questions 6 & 7. Students must be conscious and attentive to their own learning strategies. True. Question 7. Addressing self-regulated learning is the primary responsibility of the Academic Development and Counseling departments. False)*

Students who take control of their own learning, by monitoring their own goals and progress through a metacognitive approach, achieve deep and permanent learning.

- a) Students must examine how they, as individuals, think and learn.
- b) Simple online self-examinations for learning styles are a good introduction.

Recent learning research has re-emphasized the significance of students taking responsibility for their own learning, because self-monitored learning prompts and improves student metacognition. Zull (2003) advocated that students’ knowledge about their own learning was the most significant force in improving learning. The National Resource Council describes metacognition as one of the top three strategies that produce usable in-depth learning. The NRC emphasizes the importance of incorporating self-learning skills into the curriculum in order to actively target student metacognition and profoundly influence learning outcomes (2000). Activities on student metacognition are most effective when used in the context of discipline classes. While Academic Development departments may address particular strategies, student metacognition is so important to success for all students in all courses or activities, it should be addressed in every venue to increase knowledge transfer.

In summary, metacognitive activities embedded in courses leads to:

- improved learning
- increased ability to transfer knowledge to real life situations, and
- self-dependence necessary for establishing habits essential to lifelong learning.

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13 National Research Council, Knowing What Students Know: The Science and Design of Educational Assessment National Resource Council (NRC) 2001 National Academy of Sciences

Student Self-assessment: A Metacognitive Strategy

"Self-assessment is a method that allows -indeed forces- students to take stock of and analyze their own learning. As such, it can be not only an evaluative tool but an educational process in its own right." Wright 1999

Research describes student self-assessment as one of the most proactive and effective techniques to improve student learning. It provides an entryway into looking at and mastering key foundational skills. The most shocking finding of all is that if students aren’t aware of these skills and have not found ways to master them, they cannot learn discipline content.

In addition, beyond thinking about their own learning, students must become self-regulated learners. Self Regulated Learning (SRL) involves students thinking about their own learning in a way that allows them to transform and adapt their own learning processes. SRL is a proactive strategic approach to the learning tasks at hand and educational goals in the future. In many cases, this ability to regulate one’s own learning is visible by specific behaviors we have all identified in students.

You know from your own experience what can happen to students who lack college readiness. Often it is not a lack of a discipline specific ability that derails student success, but a general deficiency in the knowledge of how to be a student. The January 2008 Academe article, College Student Character Dysfunction, by Angela Walmsley and Jeffrey McManemy, describes fundamental social deficiencies characteristic of today’s students that ultimately cause them to be unsuccessful in college and the workplace. These “dysfunctions,” as the authors of the article call them, are not character flaws, but simply behaviors that students haven’t yet learned; it is our job to teach them. The chart on the next page, taken from this article, identify evidence of dysfunction and, more importantly, some strategies you can use to help them develop other behaviors.

18 (January-February 2008 Academe Bulletin of the American Association of University Professors article College Student Character Dysfunction by Angela Walmsley and Jeffrey McManemy)
### Features of Character Dysfunction

1. Poor boundary control
2. Lack of emotional control
3. Inability to set limits
4. “Hiding behind” technology
5. Inadequate social skills and function
6. Inability to communicate in global society
7. Excessive use of defense mechanisms (“it’s not my fault”)

### Strategies to Improve Character Development

1. Be firm and realistic about expectations for classroom behavior
2. Clearly communicate expectations with students and allow for feedback
3. Use technology appropriately
4. Be approachable and professional and set appropriate boundaries
5. Use campus referral systems and student support services
6. Exercise consistency and fairness as guiding principles
7. Be a good role model and demonstrate professional communication and interaction

In addition to these strategies, which depend on you, another way to approach the development of college readiness is to use a student self-assessment. The interactive nature of the self-assessment, and its requirement that students reflect on and judge their own behaviors, makes it a more efficacious approach than simply telling students how you expect them to behave in your class or office. Best of all, it only takes five to ten minutes to complete. You can use the self-assessment shown below on the first day of class while you are taking roll. It can set expectations beyond those in your syllabus in an interactive manner. Have the students self-assess and then take a few minutes to discuss which of these are difficult for them or important to you.

### Student Success Checklist

#### Survival level skills

- I meet the class deadlines.
- I frequently look at the class syllabus and schedule to know what I need to do.
- I turn off my cell phone when I go to class.
- I am attentive in class.
- I listen to answers given in class by both teachers and students.
- I underline or highlight the key points in my text.
- I look up words I do not understand.
- I do the homework.
- I actively participate in class discussion.
- I ask my teacher questions.
- I know how to type and use a computer, including e-mailing with attachments.
- I know how to get access to a computer if I don’t have one.
- I can say what I think.
- I don’t judge people simply because they are different from me.
- I understand my learning style.
- I know my overall grade in the class.
Success Level Skills

- I listen and simultaneously take notes.
- Every time I read something or listen to lecture, I try to pick out the main ideas.
- I review my text and lecture notes to synthesize the key points.
- To study I put my notes and textbook information in a form that will help me review and learn (flash cards, flowcharts, rewritten notes, mind maps, charts, tables)
- I form study groups with other students that meet outside of class.
- I try to explain information, in my own words, I learn in class to my friends and family.
- I recognize that college level writing exceeds the kind of writing I use for text messaging and e-mail and my class work.
- I know how to use and cite research appropriately.
- I can say what I think and why I think that way.
- I know that in college many people see things different from me because of their culture, and I try not to let people make judgments based on differences.
- I know my learning style and effective ways of studying specific to that style.

Advanced Scholarly Behavior

- I don’t expect the teacher to have all the answers, so I seek answers myself.
- I review my text, summarize lecture, and synthesize outside materials relevant to the course.
- I understand what plagiarism is and I do not take credit for thoughts that aren’t mine, material I didn’t create, or work I didn’t do.
- I can state my own opinion, compare it with others opinions and explain the differences between them.
- I understand and appreciate opinion and perspectives from cultures unlike mine.
- I understand my learning style; know how to study effectively for that style and to continue learning when teaching styles don’t match my preferred learning style.

You can turn this survey into an assessment measure of Student learning outcomes by giving it on the first and last day of class. Use it as a pre and post test and note the differences. Have your students grown or changed over the course of the semester? Close the loop by planning how you might do anything differently to be more effective and improve teaching and learning. If any of the terms used in the description above are unclear to you, see Chapter 18: Assessment Basics for detailed definitions and explanations.

More Metacognitive Techniques for College Readiness

Some institutions have handy brochures to help guide students through the process of becoming scholars. The next page is a brochure from Sierra College that has received excellent responses from students and faculty alike.

The College Readiness brochure was an idea brought back to Sierra by a faculty member who attended the national College Reading and Learning Association (CRLA) Conference. Originally designed and created by the Minnesota Association for Developmental Education, the brochure has been adapted (through permission) for the specific use of Sierra College faculty and staff.
Sierra uses the brochure in several ways. First, it is heavily used by Outreach Specialists as a way of helping high school students see the dramatic differences between high school and college study. In hopes of giving high school students a “leg-up” on college preparation, Outreach Specialists use the brochure during high school presentations and college nights. The brochure is often included in information packets that are shared with high school students because it serves as a springboard for more in-depth discussion about differences that students will see at the college level, the great range of support services available to help students, and the overall personal responsibility that is involved in making the transition to college-level study.

Outreach Specialists assess the use of this brochure by giving a short pre-quiz about the differences between high school and college study before their presentation of the brochure, and then give it again at the end. They then compare the results to see if the students have gained any increased knowledge.

Second, the brochure is also put into packets and shared with parents during Parent Information Nights. Discussing the brochure helps parents gain perspective on how they might help their sons and daughters smoothly transition into college. It is also a tremendous help to parents who have not attended college themselves and thus have no framework from which to discuss differences between high school and college.

Third, the brochure has served as a curriculum stimulus to some instructors who use the brochure indirectly in their developmental classrooms by teaching a number of the skills that are contained in the “success in college” column. Strategies such as test taking, memory skills, and text reading are incorporated into their classes because of the excellent way this information is outlined in the brochure.

Last but not least, instructors also use the brochure directly in their courses. CIS 30, Fundamental Computer Concepts and Applications, is a course included in the developmental education program at Sierra College. Melissa Prinzing, an instructor of this course, has created the following activity for her students based upon the College Readiness brochure which follows the assignment.
E-mail about College Success
In this activity, you will read the “College Readiness” brochure and send an e-mail response to your instructor and classmates.

1. Start Internet Explorer. Locate your e-mail website and log into your e-mail account.

2. Start a new e-mail message. Address the message to your instructor and to at least 3 classmates. (Instructor’s e-mail address in syllabus.)

3. CC: yourself. You will be printing the copy you receive and turning it in.

4. In the message Subject, type: Lesson #3 College Success your first & last name. Substitute your own first and last name.

5. In the Body of the message type Lesson #3, Prinzing, CIS30, your name, class day and time… Substitute your own first and last name and your class day and time.

6. Continuing in the message body, press the Enter key to leave a blank line and then type the title: College Success again press enter to leave a blank line or two.

7. Read the brochure provided by your instructor about understanding the difference between high school and college.

8. In your e-mail type a paragraph about the parts you found most surprising or least true in your own experience.

9. Leave a blank line and then type a second paragraph about parts that most ring true to you - that most closely match your experience or expectations.

10. Finally type a third paragraph. After reading this article, what changes will you make in your expectations or behaviors this semester in order to increase your success?

11. Check spelling and proofread for neatness, spacing, proper punctuation and capitalization.

12. Keep a copy of your message in your sent folder. Send the message. Watch for your CC’d copy to come to your inbox.

13. Print your copy of the message.

Dr. Prinzing assesses the effectiveness of this strategy by carefully checking the assignment for completeness and accuracy on each point in the directions, including subject line, addresses, inclusion of three paragraphs on topic, spelling and proofreading for neatness, spacing, proper punctuation, and capitalization. This type of course-embedded assessment (see Chapter 15 for more details about this) is used for the students’ own grade but also provides her with valuable information about teaching and learning and the students’ needs.

Please feel free to re-type the brochure for your own school use and make any changes you desire. On your final copy, we ask only that you provide attribution to the Minnesota Association for Developmental Education, whose generosity in presenting the brochure allows us to share this material with you. Additional materials to help students focus on self-assessment are available in Appendix 4.
**Classroom Tips**

Attend all classes:
- Arrive on time.
- Do not leave early.

Be prepared:
- Read and process text before class—formulate questions to have clarified.
- Review previous notes.
- Do problems, brainstorming, outlines.

Sit close to the front:
- Listen actively.
- Take notes.
- Ask questions.

Seek assistance:
- Visit instructor during office hours with questions/concerns.
- Get peer tutoring assistance.
- Get a study buddy.
- Go to learning centers—reading, writing, or math.

Hand in work on time and do not miss exams:
- Have work college-level ready to hand in on due date.
- Do not use excuses to rationalize lack of preparation.

Be realistic, use a calendar and follow course syllabi:
- Schedule assignments, tests, projects.
- Schedule study time—2 hours of study for each hour in class.
- Honestly account for family, social life, work, class, study and transportation.
- A 15-credit semester load = a full-time job.

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**Preparation Tips**

Take 4 years of high school math.

Take college preparatory, enriched and honors courses.

Take elective courses that develop background knowledge such as sociology, psychology, geography, anthropology, philosophy, biology, chemistry and physics.

Develop strong communication skills: reading, writing, speaking and listening.

Take college preparatory courses in critical reading and study skills.
## Student Responsibility

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Supported</td>
<td>College Student Directed</td>
</tr>
<tr>
<td>High schools and teachers require attendance.</td>
<td>Successful students attend all classes although attendance may not be required.</td>
</tr>
<tr>
<td>Teachers reminded students of assignments, tests, &amp; make-up work.</td>
<td>Students complete assignments &amp; take tests on time.</td>
</tr>
<tr>
<td>Teachers tell students what to learn.</td>
<td>Successful students determine what to learn and know how to study using their own learning styles.</td>
</tr>
<tr>
<td>Teachers...</td>
<td>Successful students...</td>
</tr>
<tr>
<td>- Summarize main ideas.</td>
<td>- Use effective textbook reading skills to learn content.</td>
</tr>
<tr>
<td>- Outline notes.</td>
<td>- Take effective notes &amp; study than regularly.</td>
</tr>
<tr>
<td>- Provide study guides.</td>
<td>- Create their own study guides, maps and graphic organizers.</td>
</tr>
<tr>
<td>- Formulate questions.</td>
<td>- Generate questions &amp; answers from various perspectives.</td>
</tr>
<tr>
<td>Teachers guide research and the location of information.</td>
<td>Successful students possess library and internet research skills.</td>
</tr>
<tr>
<td>Teachers give students supplementary information.</td>
<td>Successful students seek background information or supplementary resources.</td>
</tr>
<tr>
<td>Teachers monitor student performance by providing grade sheets.</td>
<td>Successful students monitor their own performance and set improvement goals.</td>
</tr>
<tr>
<td>Teachers discipline inappropriate talking in class.</td>
<td>Teachers do not tolerate inappropriate talking in class.</td>
</tr>
<tr>
<td>Teachers usually require less outside studying than college.</td>
<td>Successful students study 2-3 hours for each one hour of class time.</td>
</tr>
<tr>
<td>Teachers provide in-class study time and students study with many distractions.</td>
<td>Successful students use study areas on campus and create a study area at home.</td>
</tr>
<tr>
<td>Others schedule a student’s time for classes, sports and work.</td>
<td>Successful students must develop personal time management systems for college classes, study time, work and social life.</td>
</tr>
<tr>
<td>Students often choose elective courses based on interest.</td>
<td>Successful students choose courses based on program, degree, or transfer requirements.</td>
</tr>
</tbody>
</table>

## Resources and Support

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Parent Directed</td>
<td>Student Directed</td>
</tr>
<tr>
<td>Students have daily contact with teachers and receive regular feedback.</td>
<td>Successful students must actively seek feedback from teachers.</td>
</tr>
<tr>
<td>Teachers and parents direct academic accommodations and contacts for students with special needs.</td>
<td>Successful students seek out academic accommodations and special assistance.</td>
</tr>
<tr>
<td>Teachers provide extra help.</td>
<td>Successful students seek out peer tutoring and further academic assistance during instructor office hours.</td>
</tr>
<tr>
<td>Friends and family support students.</td>
<td>Students may not be in contact with a family support system and need to create a new support system.</td>
</tr>
</tbody>
</table>

## Academic Environment

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Structured</td>
<td>Student Structured</td>
</tr>
<tr>
<td>Teachers usually give structured assignments with explicit directions.</td>
<td>Successful students organize and interpret assignments and conduct research independently.</td>
</tr>
<tr>
<td>Teachers often use true/false, multiple-choice and short answer test formats.</td>
<td>Teachers give complex exam questions requiring analysis, application and synthesis of ideas and theories, using multiple-choice and essay formats.</td>
</tr>
<tr>
<td>Teachers give frequent tests and provide make-up tests and retests.</td>
<td>Teachers give fewer tests (2-3 per semester) and generally do not allow for make-ups or retests.</td>
</tr>
<tr>
<td>Grades are based on quality, completion and effort given to all assignments.</td>
<td>Grades reflect the quality of the product &amp; adherence to college-level training and writing.</td>
</tr>
<tr>
<td>Teachers offer extra-credit opportunities to improve grades.</td>
<td>Teachers may not offer extra credit.</td>
</tr>
</tbody>
</table>

## Contact Information

For more information on Student Success at Sierra College, contact:

Nancy Cook, Academic Foundations Program Coordinator
Office: Tutor Center, LRC 402 (Rocklin)
(916) 781-0476 • ncook@sierracollege.edu

The conceptual framework for this brochure is based on the work of the Minnesota Association for Developmental Education. ©2007 NARACE Executive Committee
Student Learning Styles

In *Knowing What Students Know: The Science and Design of Educational Assessment* (2001), the National Research Academy explains that “Metacognition is crucial to effective thinking and problem solving and is one of the hallmarks of expertise in specific areas of knowledge and skill. One way to develop healthy thinking about one’s own thinking is to consider learning styles.”

Most people recognize that individuals have various learning styles. Research has demonstrated that students who think about how they learn best and learning strategies suited to their style perform far better. This is beneficial regardless of student majors or academic sophistication.

The definition of the styles and the terminology varies, but it is the act of considering how they best learn that makes this a useful exercise. The key thing is for students to recognize that they learn more easily using certain learning channels. In fact, knowledge of learning styles can, at times, be the key that unlocks learning potential in our students.

There are numerous ways of determining our students’ learning styles, but one of the most common is through the use of learning style inventories. The VARK and the Diablo Valley College Learning Styles Survey are two of the most frequently used.

There are several free and readily accessible sites:


Solomon and Felder Learning Style Index
[http://www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

Marsha Conner’s Learning Style Assessment

Mencke and Hartman – Learning Style Assessment
[http://www.ulc.arizona.edu/learn_styl_ass.html](http://www.ulc.arizona.edu/learn_styl_ass.html)

Brookhaven Learning Styles Assessment Links to several varieties of learning assessments
[http://www.brookhavencollege.edu/learningstyle/learning_style_assessments.htm](http://www.brookhavencollege.edu/learningstyle/learning_style_assessments.htm)

Learning style inventories can be used in a variety of different ways and with a variety of different courses and support services. In the two methods shared below from Sierra College, both learning center and learning disability specialists use learning style inventories to help increase the success rate of their students.
Learning Styles and Tutoring

During her tutor training class, Janet Riswold, Learning Center Specialist, has student-tutors take both the VARK [http://www.vark-learn.com/english/index.asp] and the DVC Learning Styles Survey [http://www.metamath.com/lsweb/dvclearn.html]. She asks tutors to compare and contrast the two and to consider which one they would use with a tutee. Next, the student-tutors bring their test results and the associated help sheets from VARK to class. Janet then divides the class into groups based on their VARK results. They meet and discuss the following questions: 1) Which strategies (if any) given on the help sheet have you successfully used, as a student, in the past? 2) Are there any strategies that have worked for you that are NOT listed on the help sheet? Each group then presents their findings to the rest of the class.

What is interesting is that each groups' presentation reflects their own learning preference. For example, in a recent class, the Read/Write group posted a written list with many written details, while the Visual group used graphics rather than a list, and the Kinesthetic group actively drew on the white board during the presentation. The class responded to this activity with enthusiasm when they saw how differently each group responded to the same instructions.

Most of the student-tutors indicate that they intend to discuss learning preferences with their tutees and will have the tutees take one of the inventories when appropriate. After this exercise, they also indicate that they feel well-equipped to use a variety of learning strategies in their tutoring sessions.

Learning Styles and Learning Disabilities

Martine Shelley, Learning Disabilities Specialist, explains that as part of the Learning Disabilities assessment process, students complete an online learning styles survey. They are given a handout with very explicit instructions to link to the following website: [www.metamath.com/lsweb/dvclearn.htm](http://www.metamath.com/lsweb/dvclearn.htm) (Diablo Valley College). This website has a short learning style survey and gives specific strategies for a student’s own learning style. Sometimes, as a backup, students are directed to the VARK survey [www.vark-learn.com/english/index.asp](http://www.vark-learn.com/english/index.asp).

During students' final results appointments LD Specialists go over students' learning styles, integrating their learning style with the results of their psycho-educational testing, encouraging the use of accommodations that work best for their specific style. For example, it would be very important for auditory learners to work with tutors so they are able to talk and hear things explained in different ways. Auditory learners also benefit from peer study groups, instructor's office hours, and text to speech aids, like Kurweil or textbooks on CD, e-text. Also they may benefit from using a speech-to-text program like Dragon Naturally Speaking.

Many students with learning disabilities (as well as developmental education students) are kinesthetic learners. They have to find ways of integrating movement and activity into their studying. For example, some kinesthetic learners benefit from studying outside and walking as they read. This activates movement sensors in their brain. As they walk outside, they should pay attention to what they feel or where they are as they study each fact. During exams, they can recall where they were when they studied particular facts and what it felt like.
(cold, hot). This often triggers their memory to bring up the information. Another strategy that works for kinesthetic learners is to write vocabulary or spelling words in huge letters on a white board. This activates their large muscles and access to different parts of their brain. Also, writing their words with their finger on a table helps. As they feel their finger and forearm move across the tabletop, they receive tactile feedback that helps them remember better.

When students come to me struggling with their courses, I often refer back to their learning style to recommend strategies that will help them succeed. They have to try different strategies, and some will work better than others. It is like having a bunch of keys to unlock a door; they just have to keep trying different keys until they find one that unlocks that door. I tell students that they have to become students of themselves, and to pay attention to when something is working and to keep using that strategy.

Sometimes students feel frustrated because they don’t seem to be learning, or feel they cannot learn. Often, they have not received the learning experience that matches their learning style. I encourage students to try to choose instructors whose teaching style matches their learning style. Knowing about their learning style and applying that knowledge empowers students because it respects their individuality and their learning ability.

Please look at Appendix 5 for “Tailoring Assessment to Student Learning Styles,” an article about the importance of considering different learning styles and the related abilities to perform on assessments, tests, etc.
Appendix Chapter 5
Effective Practices Common to All Disciplines:
Common Building Materials

Appendix 1: Excellent Resources on Neuroscience and Metacognition

Appendix 2: Misconceptions Websites

Appendix 3: Contextual Math Earth Day Quiz

Appendix 4: Other Examples of Assessments that Target Student Metacognition

Appendix 5: Tailoring Assessment to Student Learning Styles: *A Model for Diverse Populations* by James Anderson
Appendix 1

Excellent Resources on Neuroscience and Metacognition


National Research Council, Knowing What Students Know: The Science and Design of Educational Assessment National Resource Council (NRC) 2001 National Academy of Sciences


Appendix 2
Websites Identifying Misconceptions

Botany - [http://www.actionbioscience.org/education/hershey.html](http://www.actionbioscience.org/education/hershey.html)

Misconceptions about LEP (ESL) students - [http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/common_misconceptions.pdf](http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/common_misconceptions.pdf)

Misconceptions on Multicultural Education - [http://www.acei.org/misconceptions.htm](http://www.acei.org/misconceptions.htm)

Student Misconceptions in Math and Science - [http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED293685&ERICExtSearch_SearchType_0=no&accno=ED293685](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED293685&ERICExtSearch_SearchType_0=no&accno=ED293685)


Student Misconceptions induced by Teachers and Textbooks - [http://www.lhup.edu/~dsimanek/scenario/miscon.htm](http://www.lhup.edu/~dsimanek/scenario/miscon.htm)


Writing - [http://www.utsc.utoronto.ca/~tlsweb/TWC/writeguides/myths.htm](http://www.utsc.utoronto.ca/~tlsweb/TWC/writeguides/myths.htm)
Appendix 3
Earth Day Quiz – Contextual Mathematics

Here’s a math quiz developed by Kerin Keys of City College of San Francisco. You can reach him at kkeys@ccsf.edu

Earth Day Quiz 2008

Directions: On the answer sheet at the bottom of the page, write the letter of the best answer for each question below. Tear off the answer sheet, complete the information requested, and turn it in at the Quiz Table, on Ram Plaza, on Earth Day - Tuesday April 22.

When you turn in your answer slip, you will be automatically entered in a raffle to WIN PRIZES!

1. The average American uses 159 gallons of water per day. The average person in half of the rest of the world uses 25 gallons per day. What percent more does the average American use?
   a. 636%           b. 5.36%            c. 536%         d. 6.36%

2. Fill in the blank with the correct symbol: Energy used by the U.S. _____ Energy used by all developing countries combined.
   a. =                b. >                c. <

3. To produce each week’s Sunday newspapers, approximately 500,000 trees must be cut down. Considering that a high density forest has 250 trees per acre, how many acres of forest is that per year?
   a. 26,000,000        b. 104,000        c. 2,000        d. 24,000

4. The following environmentally related job uses math every day:
   a. solar power engineer
   b. environmental attorney
   c. environmental policy analyst
   d. all of the above

5. The EPA estimates that you can save 12% on your utility bills if you use energy efficient appliances and insulate your house or apartment. If an average household pays $150 a month during half of the year (summer and winter months) and $75 a month during the other half, how much savings is that in a year?
   a. $27              b. $118                       c. $162                       d. $81
6. The average American generates 52 tons of garbage by the time they are age 75. Approximately how many pounds of garbage is this per day?
   a. 0.002 pounds per day   b. 0.694 pounds per day
   c. 2 pounds per day       d. 3.8 pounds per day

7. Recycling just 1 ton of aluminum cans rather than throwing them away conserves the equivalent of 1655 gallons of gasoline. In 2006, the US generated 3.26 millions of tons of aluminum waste and 21.2% of it was recycled. How many gallons of gasoline did that save?
   a. 1,143,803,600   b. 114,380   c. 41,760   d. 11,438,036

8. Since 1960 the EPA has collected data on the generation and disposal of waste. The municipal solid waste in millions of tons are in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Waste (millions of tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>88.1</td>
</tr>
<tr>
<td>1970</td>
<td>121.1</td>
</tr>
<tr>
<td>1980</td>
<td>151.6</td>
</tr>
<tr>
<td>1990</td>
<td>205.2</td>
</tr>
<tr>
<td>1995</td>
<td>214.3</td>
</tr>
<tr>
<td>2000</td>
<td>238.3</td>
</tr>
<tr>
<td>2006</td>
<td>251.3</td>
</tr>
</tbody>
</table>

What is the approximate percent increase between the years of 1960 and 2006?
   a. 285%   b. 85%   c. 185%   d. 35%

9. If the best fitting linear model for the data in the previous example is $y = mx + b$ where $x$ is the year, and $y$ is the solid waste in millions of tons, calculate what predicted amount of solid waste will be generated 15 years from now.
   a. 311.43   b. 7122.8   c. 55.6   d. 318.84

10. Every ton of mixed paper recycled can save the energy equivalent of 185 gallons of gas. In 2006, in the US, of the 251.3 million of tons of solid waste 33.9% was mixed paper, and we recycled 51.6% of the total mixed paper waste. How many gallons of gas did we save?
    a. 94,372.2   b. 94,372,181,500   c. 8,132,304,222   d. 8,132.3

11. The annual amount of waste the Red Bluff landfill in California accepts is 60,000 tons and its capacity is 2.9 million tons. Currently it has 1.5 million tons in it. At this rate, when will the landfill close?
    a. 2033   b. 2013   c. 201 2   d. 2031

12. Some hybrid cars average 41 miles per gallon. If in 10 years you drive one an average of 15,000 miles per year, how many gallons of gas will you use less than if you were driving a car which averages 25 miles per gallon?
    a. 3659   b. 146   c. 3634   d. 2341
13. The circumference of the earth is approximately 24,900 miles at the equator. If we lay sheets of paper 11 inches long end to end, how many pieces of paper will it take to go around the earth?
   a. 131,472,000  
   b. 143,424,000  
   c. 1,577,664,000  
   d. 191,232,000

14. Based on your answer above, if Americans use a total of 4.3 billion sheets of paper per day, approximately how many times would that circle the earth (every day!)?
   a. 5 times  
   b. 25 times  
   c. 30 times  
   d. 40 times

15. I can personally protect the environment as a math student by:
   a. using both sides of notebook paper and the clean side of used printer paper
   b. using a refillable lead pencil
   c. re-using folders from one semester to the next
   d. all of the above.

Answer Slip: Complete, tear off, and turn in at Sust. Across Curric. Table, Ram Plaza, 4/22
1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  

Name: ___________________ Contact tel. or e-mail: ___________________
Department: _______________ PRIZES will be awarded (must get 10 correct).

Thanks for your quiz participation and for supporting Mother Earth
Appendix 4
Other Examples of Assessments that Target Student Metacognition

Many of the Classroom Assessment Techniques described in Chapter 15: Assessment Basics are directed at student self-assessment within specific disciplines.

Student journals or log books can be a form of self evaluation about their own thinking and learning.

Another student checklist based on self-regulated learning (SRL) that could be used in class as an interactive exercise is below. You could have the students decide in groups which of the following strategies were most helpful, least helpful, easiest or hardest to do and have a class discussion. Alternatively you could use this as a discussion after the first exam to address student responsibility and growth.

Steps to College Success
Successful Students Know Their Responsibilities—

- Create an organization system
- Attend class regularly
- Complete assignments and test on time
- Get help early
- Learn how to study
- Know what services are available and where they are
- Learn effective note taking and how to review notes
- Create effective study guides
- Learn how to become an active learner
- Learn library and internet research skills
- Take responsibility for your own learning
- Monitor your own performance and set improvement goals
- Study 2 to 3 hours for each one hour of class time
- Learn accepted college classroom behavior (be on time, no extraneous talking, no headphones, cell phones, etc.)
- Use campus study areas
- Use study groups
- Ensure a quiet place to study
- Learn time management
- Create an educational plan to reach your goals
Successful Students Understand How College Works—
- You are responsible for info in assigned readings whether or not teachers discuss it in class
- You are responsible for class content or activities even if you're absent
- There is no such thing as an excused absence
- Classes may be large
- You are responsible for closing gaps in your background knowledge and skills
- Ask questions

Successful Students Access Resources and Support—
- Seek help from instructors by appointment or in office hours
- Get special help and accommodations if you have special needs
- Seek out peer tutoring support
- Create an on-campus support system
- Regularly seek counseling and advising
- Access financial aid support and services
- Get involved in campus activities

Successful Students Understand College-Level Work Expectations
- Ability to independently organize and interpret assignments
- Ability to conduct research independently
- Ability to complete exams that require analysis, application, and synthesis of ideas and theories in multiple choice and essay format
- Teachers give fewer tests and don’t have to allow make-ups and re-tests
- Grades reflect the quality of the work produced in adherence with college-level thinking and writing—not just effort and attendance
- Teachers may not offer extra credit
- Do their own work
- Understand what plagiarism is and how to appropriately cite sources to avoid it
Crafton Hills College Holistic Student Self-assessment

Another student self-assessment is shown below. Developed by Gary Williams from Crafton Hills College, it is used in conjunction with a student success factors survey given to EOPS and Learning Community students. This rubric helps key students into holistic factors that ensure college success. Information about the holistic survey and diagnostic use of the information is provided in Chapter 4.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I realize that ultimately, I am responsible for my own success in college.</td>
<td>• I practice sound habits to take care of my health, nutrition, exercise and stress management.</td>
</tr>
<tr>
<td>• I make decisions and take timely action to advance my own educational goals.</td>
<td>• I get enough sleep, and I take time to relax every day</td>
</tr>
<tr>
<td>• When I make mistakes or bad choices, I take time to learn from these experiences.</td>
<td>• I ask for help when I find my life is becoming too stressful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am determined to graduate from college and be successful. I have personally important reasons to succeed.</td>
<td>• I carry a calendar with me, and I write my commitments and important tasks in it each day.</td>
</tr>
<tr>
<td>• I am motivated to do my best in classes, and I have strategies that work for me.</td>
<td>• I make a “to-do” list, and I take time to decide what tasks are most important to get done each day.</td>
</tr>
<tr>
<td>• My desire to be successful helps me to overcome any obstacles I encounter.</td>
<td>• I balance all the important parts of my life in a way that allows me to get all the most important things done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Precision</th>
<th>College Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am able to break down big projects and assignments into specific tasks.</td>
<td>• I seek opportunities to get involved in the life of the college.</td>
</tr>
<tr>
<td>• I strive to complete tasks and assignments with a high degree of precision.</td>
<td>• I have made a lot of friends on campus, and I know faculty and staff who I can turn to when I have questions.</td>
</tr>
<tr>
<td>• I strive to be concise and specific when I speak and write in my classes.</td>
<td>• I want my college experience to be enjoyable and valuable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Personal Support Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I have goals in college that are challenging and meaningful to me.</td>
<td>• The most important people in my life understand my educational goals and life ambitions, and support me in my efforts.</td>
</tr>
<tr>
<td>• I know that I must work hard in order to be successful.</td>
<td>• I share my successes and challenges with the people who are important to me, and they feel connected to my college experience.</td>
</tr>
<tr>
<td>• I seek opportunities to try new ideas and experiences, even when my peers might not go along with me.</td>
<td>• I encourage and support others in their desire to pursue college, and I am willing to share what I know about college with others.</td>
</tr>
</tbody>
</table>
Exam Post-Mortem - Another Self-assessment technique is to have the students assess their performance on an exam using the sample exam postmortem below.

Exam Post Mortem
For Exam number ______________
Percent on Previous Exams _____      _____

1. How would you compare your preparation for other exams to your preparation for this exam?

2. Which part of the exam evaluates what you know and understand best? Circle an answer or answers and explain why.

<table>
<thead>
<tr>
<th>Multiple-choice</th>
<th>Matching</th>
<th>Fill in the Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Answer</td>
<td>Lab practical type questions</td>
<td>True/False questions</td>
</tr>
<tr>
<td>Skills tests</td>
<td>Case Study questions</td>
<td>Essay questions</td>
</tr>
</tbody>
</table>

Why?

3. Circle any strategies you feel that worked best to prepare you for the test.

<table>
<thead>
<tr>
<th>Group study sessions</th>
<th>Reviewing class notes</th>
<th>Online study activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighting in text</td>
<td>Flash cards</td>
<td>Rewriting text &amp; class notes</td>
</tr>
<tr>
<td>Practice quizzes</td>
<td>Rereading chapters</td>
<td>Reviewing the labs</td>
</tr>
<tr>
<td>Studying the course objectives</td>
<td>Flow charting on a whiteboard</td>
<td></td>
</tr>
<tr>
<td>Other:__________________</td>
<td>Why?</td>
<td></td>
</tr>
</tbody>
</table>

4. The final exam will be comprehensive. Which strategies will help you with deep or long-term learning now for the final exam? Put an asterisk by the strategies above and explain why in the space below.

5. Did you use the strategies you determined to use after the last post mortem?

6. How will you change your studying for the next exam?
Any of these techniques will give basic skills students a means to accelerate their learning. If you have other methods of metacognitive assessment that you have used successfully in your courses or departments, don’t forget to complete the new ASCCC BSI survey. As was explained in the Introduction to this handbook, the Basic Skills Initiative, funded by a grant from the California Community Colleges Chancellor’s Office, is developing a web-based resource to showcase successful programs, strategies, and projects that increase success rates of basic skills level students, and professional development programs. In order to list your strategy, you must describe it as part of the BSI survey. The survey link is: http://www.surveymonkey.com/s.aspx?sm=WHXjfzLZpIh3jVm0zMUBKw_3d_3d
Appendix 5

Tailoring Assessment to Student Learning Styles
A Model for Diverse Populations
By James Anderson

What are learning styles? "Learning style" refers to the preferred manner in which an individual or group assimilates, organizes, and uses information to make sense of the world, including a classroom or job environment.

Learning styles can be characterized by how we prefer to learn, specifically our preferences for:

- The type of information we receive (sensory vs. intuitive);
- How we perceive information (visual vs. verbal);
- How we organize information (inductive vs. deductive);
- How we process information (actively vs. reflectively); and
- How we understand information (sequentially vs. globally).

There are many dimensions of learning styles, including:

- Reflective vs. Impulsive
- Non-affective vs. Affective
- Elaborative vs. Shallow (repetitive) processing
- Scanning (visual) vs. Focusing
- Field-independent vs. Field-sensitive
- Analytical vs. Relational
- Independent vs. Dependent
- Participant vs. Avoidant

Learning Styles as Continuums
I may have given the impression that learning styles fall into bipolar distributions — either students are visual learners or they're not, affective learners or they're not. In reality, learning styles are on continuums. We all have a learning style on each continuum, just in different places along the line. And there are instruments that allow us to identify where students are on these continuums.

Which learning styles are most effective? We have determined from research that students who are reflective, non-affective, elaborative-processing, scanning, field-independent, analytical learners are highly successful in both two-year and four-year colleges. They are our dream students. If they also come with a 1450 SAT and several Advanced Placement courses, their instructor can walk in every day and say anything, and they're going to get it. But in the real world, we want all of our students to succeed, not just those primed for success.

An Evolving Discussion
The discussion of learning styles has not moved with the same impetus that many other discussions in higher education have. The discussion of learning communities, for example, has moved from a conceptual model to an implementation model; discussions of teaching have moved to discussions of the scholarship of teaching. We have moved at warp speed in developing models for classroom
assessment, but, again, we have not followed suit in developing assessment models that accommodate learning styles.

Why has the evolution of our ideas about learning styles moved at such a slow pace? I offer four reasons.

The first is that our conceptual models of learning styles have become locked into the places where they originated as research topics: cognitive psychology, visual perception, etc. Because they are locked in as research topics, they have not yet been applied significantly to teaching and learning at a practical, performance-based student level.

The second reason that our conceptual models of learning styles have not evolved is because we haven't connected them to classroom performance, writing, thinking, student success indicators, retention models, and so on. These connections do show up in the literature, but they're not an integral part of our dialogue.

The third reason is because many campuses are not yet student-centered. If a campus is lax in merely thinking about what good teaching is, and if it lacks a student-centered approach to teaching and learning, why would it want to examine student learning preferences, learning strategies, and learning styles?

The final reason I offer (and mine is not an exhaustive list) is because to discuss learning styles in earnest is ultimately to discuss differential performance of certain groups and the relationship between traditional teaching styles and the learning styles of diverse populations. Now we've moved from a research discussion to a political discussion. And if faculty don't want to address student-centered teaching, why would they want to address the politics of teaching and its connection to different groups?

Advancing the Conversation on the Needs of Diverse Learners
We all accept the notion that when we teach or engage in any type of academic support, not all of our students have the same needs. All students have diverse needs that we want to meet. We want them to be better thinkers, better writers, better problem solvers, and so on.

Then there are particular groups of students who have unique needs that we also want to meet. Consider a returning adult who is less skilled, raising a family and working full time. If, because of poor advising, this student gets a full load of tough courses with abstract course content, he has a 100 percent chance of getting a D or F in almost every one of those courses.

So why haven't we looked out for the unique needs of certain diverse learners? One reason that diversity is not considered in many campus discussions of teaching, learning, assessment, scholarship, and research is that we ignore its natural fit with these endeavors. To see how easily diversity can be incorporated into discussions of learning style, recall how visual learners learn best: by drawing on personal, social, and cultural experiences to make the learning experience more holistic. By noting this, we have introduced diversity into the conversation on learning styles.

Cultural Differences in Learning Styles
When I began to study learning styles, the first thing I discovered was that there was no literature on
group differences, with the exception of some work on differences in such things as visual perception, field independence, and field sensitivity. There were also some comparisons of Eurocentric groups with other groups — for example, Scottish children with Zambian children — but nothing connected to classroom performance, higher-order skills, etc.

But today we know a lot more. Do certain racial, ethnic, or cultural groups lean more toward some ends of the continuums than others do? Yes. Differences in learning styles are so pronounced that we can make clear distinctions among cultural groups, racial groups, gender groups, age groups, and so on. Students from certain groups tend to be disproportionately relational, affective learners. In the late 1980s, I leaned toward thinking there was something called a "Black Learning Style" or "Women's Learning Style."

But I've changed since then. If I could select two factors that probably have the most impact on students' learning styles and group differences, it would be class and prior educational experiences, be they in the family or in school. If you map the learning styles of whites in Appalachia and blacks in Mississippi, they'll look exactly alike. If you map the learning styles of students of color at Reed College in Oregon and at Harvard, again they'll map in similar ways . . . that is, bright, analytical students, regardless of race, will show up that way.

Some researchers are beginning to focus on a broader approach that identifies other dimensions of learning styles. Madge Willis, in her February 1989 article "Learning Styles of African-American Children: A Review of the Literature and Interventions" in the Journal of Black Psychology, for example, talks about learning styles of African-American children:

- Social/Affective: They tend to be people-oriented and emphasize the affective domain. Social interaction is crucial, and social learning is common.
- Harmonious: They tend to respect and encourage the interdependence and harmonic/communal aspects of people and environment. They seek knowledge for practical, utilitarian, and relevant purposes. They seek synthesis and holistic approaches to experiences.
- Expressive Creativity: They tend to be creative, adaptive, variable, novel, stylistic, and intuitive. They prefer simultaneous stimulation of multiple senses and oral expression.
- Non-Verbal: Non-verbal communication (intonation, body language, movement, and rhythm) are vital to helping these students learn.

Should We Encourage Students to Change Their Learning Style?

Students come to us with learning styles developed over many years, rooted in their culture, family background, and prior educational experiences. Do we want to go as far as I've suggested in studying group differences in learning styles? In doing so, are we suggesting that some groups are deficient in learning style? Of course not. We don't make evaluative judgments about learning styles; we affirm learning styles as a reflection of a student's heritage.

But should we nonetheless encourage some students to modify their learning style? Yes, because we live in the real world. The students who will be most successful in college move from the affective toward the analytical side. I look at the performance of affective students in tough courses, especially when they are dragging their affect into the classroom when it doesn't need to be there — i.e., they can express their affect anywhere else, but in that classroom they need to be very focused.
It is not necessarily difficult to modify one's learning style. Most of us can move up and down these continuums, and we know exactly when we should do so. When we're in a restaurant with friends, for example, there's no need to have a highly analytical discussion about the caloric breakdown of everything that's on our plate or about the class differences among the people sitting around us. But if you're giving a conference presentation, you're going to move toward the analytical end of the continuum because you're addressing high-end, well-heeled learners.

We all have the jobs we have because we're good at this higher education thing. If there's one thing we can share with students to help them learn, it's how to move up and down these continuums.

What about students who are highly analytical and devoid of affect? Don't they need to move to the affective side? Yes, they do at some point in life, but not necessarily while they're getting through college courses.

**The Importance of Framing Questions**

What are the implications of all this for each of us? If you want to develop an assessment model that addresses the needs of diverse populations, the most important thing that you can do is frame the questions that you want answered. What do you want to know? Why?

Here are some examples of framing questions to ask yourself:

- Do we seek only to identify students' attitudinal dispositions toward learning, without connecting them to teaching?
- Do we only want to know how students feel about learning and their learning preferences?
- Does our faculty have an understanding of general learning styles? (If we're at an open-admissions institution, how can they not have an understanding, since every day in every class there is such a wide range of learners sitting in front of them across different dimensions, skill levels, learning styles, learning preferences, and motivational levels?)
- Who impacts faculty perceptions of student learning styles?
- Do we want to assess our students' learning styles? Whose responsibility is it to do this and get the information to faculty so they understand their students' needs?
- If we do collect such information, so what? What do we want to do with it?
- For those whom we identify as being most at risk for success, based on valid, objective information, what does it mean? What are we doing about it?
- How can we move less successful students incrementally through a process that allows them to become more successful? How do we move students from being affective to being more analytical?
- Should we adapt instructional styles to accommodate learning styles? What does that mean for faculty development? What does that mean for classroom assessment?
- What cognitive, affective, and cultural assets do diverse students bring to learning environments, and how do these assets facilitate or inhibit their performance? How can we tap into those assets?
- How do all aspects of diversity fit into assessing performance?
• To what degree do we want to assign students to sections according to styles and then match them up with certain instructors? Why should students who are less-skilled and affective learners be placed with a highly analytical instructor?
• Should we use information about learning styles to help students decide what to emphasize or de-emphasize in their studies? Students who take an entire semester online and who are highly verbal and less visual in learning preference may experience difficulty. Can a student who's a highly affective, relational learner succeed at a Research I institution, where most of the faculty she encounters in mathematics, science, and technical areas will teach in an analytical manner?
• Should the relationship of learning style research to educational outcomes affect what we do with faculty development?
• What new assessment methods are needed?
• Where's the next frontier to help us accurately evaluate and portray learning styles as they are impacted by diversity?

Once we've considered these kinds of questions, we can begin to think about reasons for not only doing more learning style assessment but also incorporating diversity. We may want to give students a learning styles-preference survey simply to give self-assessment feedback to students, so they can see themselves, maybe for the first time ever, as a learner.

We can go from there to doing cohort comparisons, looking at clusters of behaviors that we see in groups. For example: What clusters of behaviors are associated with success or failure in beginning science or math courses? What clusters of behaviors are associated with success or failure across what groups in engineering?

**Next Steps**
We are slowly moving from a generic model of learning style to a more comprehensive model that incorporates the diverse needs of all students and the unique needs of diverse groups, including their learning styles.

There is currently no effective assessment of learning styles and diversity that will enlighten us in significant ways about student performance, student success, student learning, etc. I'm working on an instrument that has been pilot-tested for reliability and validity at five institutions, and we will soon be pilot-testing it at five more. We're trying to develop an instrument that profiles generic learning styles and also correlates that information with other critical dimensions, such as student-student interaction and student-instructor interaction.

Given limited resources, what steps can institutions take to better address the needs of diverse learners? Begin by developing a strong teaching initiative around a more general area and then incorporate attention to diverse learning styles into it. At North Carolina State, a group called the Hewlett Fellows focuses on inquiry-guided teaching and promoting active learning. Faculty are very enthused about it. But if we had first tried to develop a learning style initiative focusing on effective teaching, I predict it wouldn't have been as successful.

Another possibility is to create cooperative clusters or learning communities, provided that they are designed to accommodate diverse groups. Diversity is not as present as it should be in learning community research. There's an inherent assumption that learning communities automatically
account for diversity, but that's not true. For example, if you set up voluntary curricular learning communities, diverse students will not necessarily sign up. They do not see the inherent value of clustering across courses.

Cooperative clusters show promise, however. Sheila Tobias has studied cooperative clusters associated with the success of women in science and mathematics. (See her books Revitalizing Undergraduate Science: Why Some Things Work and Most Don't and They're Not Dumb. They're Different: Stalking the Second Tier, both published by Research Corporation, Tucson, Arizona.) Uri Treisman has done the same with underrepresented students and students of color, especially in mathematics. (See his article "Studying Students Studying Calculus: A Look at the Lives of Minority Mathematics Students in College" in the November 1992 College Mathematics Journal.)

But cooperative learning models don't attract everyone. A student who is introverted and less-skilled and doesn't understand the culture of college is not going to be assertive in cooperative learning approaches. That student will not participate actively in learning communities, and that student will be silent in chat rooms.

It's a challenge to address the needs of diverse learners, because it's so difficult to reallocate resources from things that aren't really significant and don't yield outcomes of consequence. But we should do faculty development on this subject, and we should have something for students coming into our institutions who historically have been identified as having the most problems. If we don't do that, why keep bringing them in? They'll just continue having problems. These are two areas in which we should all invest resources.

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This article is excerpted from James Anderson's session "Developing a Learning-Style/Teaching-Style Assessment Model for Diverse Populations," presented at the 2000 AAHE Assessment Conference.

Assessment to Promote Deep Learning is available for $12 for members ($14 for non-members), plus shipping, through AAHE's online publication catalog, or order by phone, 202/293-6440, x780.
Chapter 6

Integration of Instruction with Support Services: Functional Wiring

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**With appreciation for contributions from:**

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Santa Barbara City College
Chapter 6
Integration of Instruction with Support Services: Functional Wiring

Introduction

In order to help Basic skills students realize their academic dreams, the elements of the college that serve them must be wired together to effectively scaffold and sustain the learning under construction. Current research shows that the most effective programs for developmental learners are those which integrate instruction and student support services. At its core, education is about human development, the intertwining of learning and identity. Those of us who provide instruction, academic support and student support share in a common purpose: student development, defined as “growth in students becoming progressively able to integrate and act on many different experiences and influences.” Student development focuses not only on intellectual growth, but on affective and behavioral changes, as well. Theories and research in student development “encourage the collaborative efforts of student services professionals and faculty in enhancing student learning and maximizing student outcomes in higher education settings.” This chapter focuses on explicit strategies that wire together learning and identity, helping students to build structures that result in improved educational outcomes. A variety of collaborative approaches that engage basic skills students holistically will be explored.

A Necessary Foundation: Learning about Developmental Learners

“Each of us has a story and our stories make up our backgrounds. To ask us to enter the classroom and leave our stories behind is like asking us to give our selves up in order to learn- and then learning doesn’t take place.”
Anonymous student, 2008

2 Sanford, (1967)
5 Wenger, E. Communities of Practice: Learning, Meaning and Identity (1998)
Think about the Basic skills students that you know: hard working, perhaps uncertain about their abilities to succeed, but pushed by big plans and the many obstacles they must overcome. Basic skills students know they need a college education to achieve their dreams. They want better opportunities and jobs to provide for their families. They have high aspirations. They also often have, however, little idea of what it takes to succeed in college or how to be a learner. They are “at risk” and function at the margins of the educational enterprise precisely because they lack a “learner identity.” Most do not yet know what it means to be a college student.

If we are to improve the success of basic skills students, we must attend to these issues, ones that often are not considered in the rush to deliver academic content to students. How the learner defines him or herself is intimately connected to the learner’s frame of mind, influencing his or her outlook toward learning. What is learned and how it is learned is influenced by one’s identity. If a student has yet to assume a learner identity, actively embracing and authoring their own learning, and has not moved from the margins to the center of the learning enterprise, he or she is not likely to be predisposed or inclined toward learning. Fortunately, identity is malleable and develops over time.

What do you believe influences a student’s identity?

- family background
- ethnicity
- socioeconomic status
- educational history/background
- gender
- religion
- peers
- personality factors
- occupation

The answers to the quiz lie in this chart. Identity, or how we define ourselves, is a function of:

<table>
<thead>
<tr>
<th>The way(s) we experience ourselves through participation with others and our environments, as well as by the way(s) we and others reify ourselves (defining the self through symbols, i.e., a degree from Stanford comes to equate to intelligence).</th>
<th>Our identity is formed by how we experience ourselves as we participate with others.</th>
</tr>
</thead>
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<tr>
<td>What is familiar and unfamiliar, comfortable and uncomfortable, understood and not understood.</td>
<td>Our identity is formed by our membership (and non-membership) in various communities.</td>
</tr>
<tr>
<td>Where we have been and where we are going.</td>
<td>Our identity is formed by our learning trajectory.</td>
</tr>
<tr>
<td>The ways we reconcile our various forms of membership into one identity.</td>
<td>Our identity is formed by the nexus of our community memberships.</td>
</tr>
<tr>
<td>Negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses.</td>
<td>Our identity is formed by how we, from our local position, engage globally.</td>
</tr>
</tbody>
</table>
Imagine a Basic skills student again. See him or her entering the classroom on the first day of classes. Look around the room. How many of these students’ identities are impacted by their lack of previous academic success? If a student does not yet see himself or herself as a learner, he or she is less likely to value and integrate the skills and knowledge that college provides or recognize the value of behaviors that lead to learning. Many are more apt to be intent on memorizing material or finding ways of "getting through" without being discovered than investing themselves in learning.

Yet, “we develop skills and acquire knowledge in service of identity. In the formation of one’s identity, learning can become a source of meaningfulness, generating social and personal energy.”5 As educators, we know that learning is inherent in human nature. It is more than memorizing, and entails making sense or meaning of novel material and experiences. Intellectual development does not happen apart from social and emotional growth. How a student makes sense of things directly relates to his or her identity: definitions of self, how and what is perceived, and decisions about when and where to engage and participate. As the student at the beginning of this section so eloquently stated, learning can’t take place when one is asked to give up one’s self, to leave behind one’s stories. Students learn holistically; their identity affects how and what is learned, while simultaneously (and paradoxically), learning affects their identity.

**Traditional Silos of Practice**

What can help this development to occur?

The answer to this question is not to do things as they have always been done. Traditional organizational structures found on college campuses do not necessarily further the holistic development of students, especially those in basic skills. Imagine the student you pictured above coming to college for the first time, trying to navigate through the maze of Instruction as we now have it organized: carved up into divisions, each comprised of a set of “related” academic departments. What class should he or she take first? How are the ones in different departments related to each other?

Student Services is likewise divided into discrete support areas ranging from orientation to financial aid to job placement services. Perhaps through the blur of registration the student learns about what is available. But, although connected, individual departments operate with separate staff and often in disparate locations throughout the campus. How will the student ever find what he or she needs? Sometimes staff from one service area are unaware of services or staff from another area. If the staff on our campuses can’t navigate the complex terrain of the college services and offices, how in the world can we expect a student new to

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college to find his or her way? From the students' point of view, this can seem like the Winchester Mystery House, a maze of separate rooms filled with hidden staircases and secret passages.

Beyond being confusing to newcomers, silos have operational drawbacks, as well. Sharing resources is not traditionally considered. Several of the support services are funded by categorical means, and this can be a detriment because, although the categorical programs garner much-needed funds, this degree of autonomy can be counter-productive in perpetuating isolation. Not only do Instruction, Student Services and Academic Support Services each represent its own silo, but within each area, more sub-silos function relatively independently. Each silo can be characterized as having its own physical location, staff, budget, record systems, reporting structures, schedules, etc. We have built a structure of silos within silos.

Now contrast this maze of separate silos, the Mystery House, with models of integration.

**Transformational Learner Development: Integration of Instruction and Support Services**

“In learning transforms who we are and what we can do; it is an experience of identity. It is not just an accumulation of skills and information, but a process of becoming…”

Etienne Wenger, 1998

Research shows that when Instruction and Support Services are intertwined in more holistic ways, authentic and relevant learning experiences—transformative experiences—take hold. To be effective, student services should not just be offered, but should be fully integrated into the structure of remedial programs, with counselors working closely with (instructional) faculty and being included in program planning and evaluation activities.

Furthermore, by aligning the institution's educational mission, students' characteristics and effective educational practices, we stand a better chance of promoting student success through relevant and authentic learning. Kuh, Kinzie and Whitt identify five clusters of effective practices to transform student performance:

- Academic challenge
- Active and collaborative learning
- Student–faculty interaction
- Enriching education experiences

• Supportive campus environment

The models presented below illustrate a range of integrated programs for enhancing positive student learning outcomes. Each model described positively impacts the learner's identity, which in turn improves his or her learning potential.

**Early Alert:** Early warning and feedback about student performance is critical to developmental student success because these students often lack the mindfulness to successfully monitor their own progress. Rather than waiting for midterm grades, we must actively notify developmental students early on about concerns we may have about their academic performance. Here is where instructional faculty, counselors, peer mentors and various other forms of academic support can provide some of the most important assistance needed by developmental learners. The sooner we take notice of students’ engaging in “risky” academic behavior, the sooner we can act together to help them recognize the consequences of those behaviors on achieving their educational goals. Early intervention to get students back on track, well before the midterm, can make the difference between salvaging or wasting an entire semester. Early alert gives professionals, working together, an opportunity to mentor the at-risk student about college-readiness and the habits of mind and body needed to succeed in college.

Coastline Community College has created an Early Alert program to provide timely feedback to students about their academic progress as a way of assisting them in their college and vocational goals. Students become more aware of services and resources the college has to offer using individual instructor feedback. Early Alert gives instructors additional ways of communicating with their students regarding their current standing in each class. Students can view the services available to them online, and the faculty can automatically send Alerts by choosing from the menu. For more information, see http://research.ccc.cccd.edu/ea/.

**Learning Communities/First Year Experience/Freshman Year Experience/Cohorts:** In higher education, “learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. A variety of approaches are used to build these learning communities, with all intended to restructure the students’ time, credit, and learning experiences to build community among students, between students and their teachers, and among faculty members and disciplines.” Integration between academic content and student development courses taught with a learning community format is especially effective for developmental students, particularly when students are enrolled in these learning communities early on. Both students and faculty work closely together creating a supportive social safety net that serves to bring students who previously functioned on the margins of the educational enterprise into the center of activity, engaging more fully in their learning. Often, these communities serve as a bridge from a previous poor experience with education to one full of hope because students are learning how to learn and learning what it takes to be a college student.

16 http://www.evergreen.edu/washcenter/lcfaq.htm#21
Cabrillo College offers a cohort program called Digital Bridge Academy (DBA) that offers at-risk students a chance to reclaim a positive learning experience through community building in an accelerated, integrated learning environment. The program begins with a two-week foundation course that invests students in their learning and education, and assists in forming the depth of connection between students needed to withstand their fears of going to school. The two-week foundation course is then followed by a one semester, intensive cohort experience where students examine their previous experiences with education, communication styles, and other personal and interpersonal skills while taking a total of six courses that prepare them for a variety of careers (i.e. Computer Information Systems, Engineering, Business, Management, Allied Health majors, lab technician careers, Criminal Justice, Teaching, and other high-wage or high-demand fields). Each class is completely integrated with common learning objectives with assignments focused on a community-based social justice primary research project. After the DBA semester, students are expected to take a full course load working toward their major, and can opt to participate in further DBA seminars or internships, but they are no longer required to stay together as a cohort. The program has shown a high degree of success in working with disadvantaged students who are not ready for college work. The program is thorough in its efforts to collect outcome data on persistence and completion rates, including demographic components, and evaluations of the program from students, program staff, and an external evaluator. Initial expectations anticipated a high attrition rate with DBA students; however, an external program evaluation found that on average 75% completed the accelerated Bridge Semester successfully with a grade of C or better. In addition, this 75% completed the semester with 12+ units (fulltime). Among those who had taken some college courses before entering the Academy, the mean grade point average improved from 1.61 prior to the Academy experience to 3.02 after. Students reported strong increases in motivation and self-efficacy, and rated the program very highly, in many cases calling it “life changing.”

Peer Tutoring and Mentoring: Peer Tutoring and Mentoring involves student-to-student help and aid in areas of academic, emotional, and socio-cultural adjustment college. Peer tutors/counselors/mentors are often assigned so that there is ongoing contact with students on a daily basis. In addition to teaching students appropriate classroom behavior, peer tutors/counselors/mentors are often placed in classrooms for the purpose of understanding all class assignments so that academic assistance can be provided in an informed, timely manner. Developmental students become “apprentices” as they learn how to learn and navigate the college system. Regular feedback is provided to the instructor for monitoring the students’ progress.

Faculty members participating in the Beacon Peer-Assisted Learning program at American River College select students who have successfully completed the target class. “After receiving training in group-tutoring techniques, these learning assistants work with students for two hours per week outside of the classroom. Data gathered over seven semesters demonstrates a significant improvement in achievement as Beacon students boast an 85% success rate compared to a 57% success rate for their non-Beacon counterparts enrolled in the same class, and the withdrawal rate for students in the program is seven% compared to 29% for other students. Anecdotal comments form focus groups indicate that the program’s effect extends beyond the classroom, as students report that participation builds
self-confidence, teaches them to work more cooperatively, improves problem-solving skills, and promotes the formation of friendships and a sense of community.”

At Los Angeles City College, the "Pi Shop" course, established in 1998, uses one-on-one peer tutoring and mentoring for at-risk students to improve student enrollment, success rates, and retention in math courses. “The Pi Shop course provides students with a user-friendly, non-threatening environment in which they can get help with basic skills, address their math anxiety, hone their test-taking strategies, and engage in informal counseling and advising for their majors. Overall, Pi Shop students enjoy a much higher rate of success in their other math courses than do their non-Pi Shop peers. Participating students in both preparatory and advanced math classes have a success rate that exceeds that of their non-participating peers by nearly 30%. By offering an open, attractive, learning-centered environment for students of all backgrounds and skill levels, this program has humanized mathematics instruction and contributed to City College's mathematics department being one of the most actively engaged in student learning on campus.”

**Extended Opportunity Programs and Services (EOPS):** EOPS is a state-funded program designed to assist low income “at risk” students at the community college by providing counseling and support services to enhance retention, graduation, transfer and employment. EOPS offers educational planning; academic, career and personal counseling; and academic progress monitoring. In addition to peer advising and mentoring, students also receive priority registration, extensive orientation to college, and financial aid advising and workshops. Both California State University and University of California offer transfer application fee waivers and transfer workshops. Often developmental math and/or English instructional and counseling faculty teach together in learning communities targeting EOPS students to better integrate the educational experiences for the students.

The Grossmont College EOPS Student Success Plan “incorporates student success strategies for retention of students who are identified as one of the most at-risk groups: those who are both academically and educationally disadvantaged; and on academic probation. Through assessment and counseling, an individual Student Success Plan is developed and co-signed by both the student and the counselor. Follow up and intervention is provided throughout the semester with dramatic results. The percentage of students who have succeeded has been impressive. Their rate of retention is 67% as opposed to the usual 16% for this population. Students with a history of non-persistence continue to take classes and have real hopes of transferring to a four-year institution.”

**Puente Program:**
The Puente Project “is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and

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18 Ibid.
19 Ibid.
universities, earn college degrees, and return to the community as mentors and leaders of future generations. Staff development and training programs prepare community college instructors and counselors with effective methodologies for improving the academic achievement of underserved students, working collaboratively across academic disciplines, and increasing community-based support for students and community college staff. Puente provides three areas of service to students: teaching, counseling, and mentoring. Instructional and student support services faculty work together, often in each other’s classrooms, to mentor the student into becoming a successful college student, graduate and future leader.”

Puente was founded in 1981 at Chabot College. The program’s purpose was to improve the number of underrepresented disadvantaged students seeking to transfer to four-year colleges and universities. “Chabot’s Puente Program reports higher than average course completion and success in basic skills and college level English; higher term-to-term persistence; higher graduation rates; higher transfer rates; increased course completion and success in developmental and college-level English; increased persistence, graduation, and transfer.”

According to the annual Puente Project 2003 internal evaluation findings report:

- Nearly twice as many Puente community college students transfer to four-year colleges or universities as do underrepresented students statewide; the rate is also significantly higher than that of the general community college student population.

- The term-to-term retention rate of Puente community college students is 92%, compared with 60% for community college students statewide.

- From 1996 to 2000, an average of 80% of Puente community college students completed the pre transfer-level English course, compared to 51% of non-Puente students. During the same period, 68% of the Puente students completed the transfer-level class, compared with 53% of non-Puente students.

Supplemental Instruction: Supplemental Instruction (SI) is “a student academic assistance program that increases academic performance and retention through its use of collaborative learning strategies. The SI program targets traditionally difficulty academic courses--those that typically have 30% or higher rate of D or F final course grades and/or withdrawals--and provides regularly scheduled, out-of-class, peer-facilitated sessions that offer students an opportunity to discuss and process course information.”

20 http://www.puente.net/
23 Martin, et al., (1977)
The Supplemental Instruction/Mentor Academy (SI/MA) program at Los Angeles City College was “established in 2000 to assist students in high-risk general education courses. The program increases students’ retention, persistence, and social involvements by establishing study groups, encouraging students to become active learners, and increasing collaboration among students. These goals are achieved with the aid of volunteer mentors, chosen from a pool of qualified full-time students who have demonstrated a mastery of the course as well as strong communication and management skills. The mentors’ responsibilities include the organization of study groups, the preparation of study guides, and providing motivational support to students, as well as providing feedback to instructors. The program offers 30 sections in 12 disciplines, and serves about 1,000 students per semester. The responses of students surveyed about the effectiveness of the SI/MA program are overwhelmingly positive, and objective data supports the students’ sentiments – the success and retention rates of SI/MA participants are 61% and 81%, respectively, compared to just 44% and 63% for non-participating students.”

The Gateway to Success at Santa Barbara City College is a “highly collaborative program to improve student success in the large transfer classes by providing high-quality supplementary instruction to selected students who, according to early assessment, may be at risk. Because they serve as gateways to fulfilling degree, certificate and transfer requirements, success in these core courses is critical for students in achieving their academic goals. The program provides a well-organized structure in which students interact with tutors who, in consultation with the instructor, provide students with highly focused supplemental tutoring. One instructor comments, ‘I am certain there are several students in each class who have been able to complete the class or have received a passing grade because of the assistance and guidance they received from the tutors.’ Program results clearly show that the success rates of Gateway students have substantially surpassed the average college success rate in every course every semester.”

The Transfer Achievement Program (TAP) was created at Fullerton College “through a 1995 Title 3 Grant for Hispanic Serving Institutions, aiming to assist students who enter the college at the developmental level. Students are eligible to participate in the program based on their placement in math and English classes. Currently, TAP offers 16 courses in various physical and social sciences in addition to English and math. Participating students enroll in special sections that include involvement in additional supplemental instruction sections. Typically these are hour-long sessions in which student volunteers or “facilitators” offer support in course-related material under the supervision of the course instructor. The student facilitators, many of whom are previous graduates of the TAP program, monitor the progress of participating students and provide feedback to instructors. Regular evaluation of students’ progress enables timely response in cases where students are apparently failing in their coursework. In addition to supplementary coursework, TAP offers a Family Event and student orientation to motivate the students and their support network for the tasks ahead. Statistics show that, for courses in which TAP is offered, the success rates for TAP

25 Ibid.
participants is 78%, compared to just 58% for students who do not participate in this program.²⁶

**Service Learning:** Service learning is a form of experiential education that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs. Community placements allow students to apply course theory in real world settings while making valuable community contributions. As part of the service learning process, students reflect on service activities. Students are encouraged to use critical thinking skills as they summarize and evaluate what they have learned through their service learning experience. Through the process students: 1) discover connections between what has been learned in the classroom and needs found in their community; 2) examine possible career choices; 3) acquire work experience; 4) increase their chances for transfer to a four-year college; and 5) apply what they’ve learned in the classroom to everyday situations, resolving real problems. Service Learning has a profound impact on student learning and identity. According to Astin, et al²⁷, “Service participation shows significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college.”

Orange Coast College and Newport-Mesa Unified School District have collaborated extensively to develop a series of service learning projects that ensure that the college students learn the subject material while providing meaningful community service.

At Family Science Nights, OCC students design and construct projects which illustrate what they are studying in their class and then present these projects at local elementary schools at Family Science Nights. All of the projects are aligned with the California Science Standards to help children learn the basics of science. To date, they have put on 22 Family Science Nights. About 250 people attend each event. In addition, each year the Service Learning Office hosts a Community Science Night for local elementary schools. Over 3,000 children and family members attend the event and 70 projects throughout the science, technology, and allied health labs were displayed. Over 300 service learning students, 34 faculty members, 4 division deans, and 6 staff members participated in the event. At its Teaching Scholars Partnership, 8-10 OCC students are placed in the school district’s classrooms to help teach science topics required by the California Science Standards. In addition, the students are required to enroll in a directed studies class in Education and attend weekly seminars with education professors to learn the tools to be effective tutors in K-12 classrooms. And finally, for its TEACH3 Program, Education Majors enrolled in Education 200 are required to tutor for 40 hours in a k-12 school. The college places about 25 students in the district’s k-6 classrooms each semester. As a component to a communications course,

²⁶ Ibid.
12 OCC students serve as mentors to at-risk high school sophomores in 3 local high schools, providing leadership and guidance to the high school students through discussion groups and one-on-one conversations. Students from college leadership classes help host a Senior Day at the college, where seniors from high schools in the district are invited to come to the college and learn about opportunities at Orange Coast College. Each year, over 5,000 seniors attend the event. Each spring, the Dance Department at OCCC develops a program emphasizing Hispanic culture, the Fiesta Latina. This program is presented to Newport-Mesa Unified School District’s K-12 schools and is performed by 20-30 OCC dance students. The collaboration between OCC and the Newport-Mesa Unified School District has greatly benefited both students and the community and has lessened the divide between K-12 schools and the community college.

**Summer Bridge:** Summer Bridge bridges the gap between high school and college; it is a program allowing high students, usually juniors and seniors, to get a head start on their college degree. Through Summer Bridge, high schools take community college courses during the summer between high school and college, and receive extensive support while doing it. The program often includes enriching activities, both academic and social, to help give students an idea of what to expect in college. Activities may include guest speakers, field trips, campus tours to acquaint students with campus life, resources, and support personnel. Academic workshops generally include a variety of topics, such as, How to Talk in Class; Discussion Techniques and Strategies; Critical Thinking: Complex, Sophisticated Ideas; Essay Overview; Writing about Literature and Non-Fiction. Socialization workshops include topics like College Etiquette; The Culture of Academia; How to Co-Mingle with College Students; Building Good Study Habits; Advocating for Oneself; Negotiating a College Bureaucracy.

Santa Barbara City College’s Running Start program “began in 2001 when it recruited high-risk local high school students to participate in a summer bridge program, which participants in the program were introduced to a college curriculum and through increased personalized attention and came to know available student resources that enabled them to proceed with their education. In this full-time, six-week program, these high-risk high school graduates enroll in a College Success course, along with one other regular college course and peer tutorial meetings four times per week. Running Start also offers its participants the critical incentives of a weekly stipend, book grants, and transportation and meal vouchers, thereby eradicating the most commonly cited obstacles to attending summer school. In the past five years, 281 disadvantaged students have taken part in Running Start, 94.3% of whom were ethnically under-represented at SBCC; of these, 257 or 91.5% have enrolled in a subsequent fall semester of college, demonstrating an extraordinary program retention rate. Statistics show that a significant proportion of these students have continued to enroll in ensuing semesters as well, and that they persistently maintain an average GPA over 2.0. Also noteworthy is, according to the data already available, 22 of the 134 participants of Running Start’s first three years have already earned degrees and/or certificates; and, although transfer statistics cannot yet be cited, two former participants are known to have earned bachelor’s degrees in 2004. Such numbers indicate the program’s commendable effectiveness in
extending the benefits of an advanced education to individuals who might otherwise never aspire to more than a high school diploma.”

Engaging Content and Support Services Faculty in each other’s Classrooms: Inviting faculty members from the Basic skills content areas to speak in Guidance courses, to introduce themselves and discuss their performance expectations and to provide some background on the subject area gives students a more realistic idea of what is ahead in their academic journeys. Students gain insight into the instructors’ pedagogical styles and can engage with instructors in non-threatening environments. This practice occurs regularly in Puente programs across the state. Cerritos College has implemented this practice in some of its basic skills learning communities, as well. While there is no empirical data measuring the effects of this practice, comments from students indicate they feel a greater sense of caring and engagement with faculty when they see them in each other’s classes. The basic skills students report a stronger relationship with faculty they see often.

Effective Practices in English: Specialty Supplies

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Chapter 7

Effective Practices in English: Specialty Supplies

English teachers often struggle over the best way to teach writing to their composition students. Writing, unlike some other disciplines, relies heavily upon the abstract and the subjective to give form and function to thought. It is this abstract and subjective nature that can make writing a difficult subject to teach. The reality of this concept is reflected in the long and arduous history of teaching writing,1 and in the changes in pedagogy that have occurred in the last ten to fifteen years.

If English composition instructors find writing difficult to teach and have argued long and hard about how best to do it, what about the rest of the faculty outside of the discipline who demand papers and other important writing assignments from their students? How in the world are they supposed to help their students master this mysterious process? Yet, with approximately 75% of incoming California community college students under-prepared for college-level English, and under 15% of those entering at the under-prepared level ever going on to complete a transfer-level course,2 the instruction of writing is a matter for everyone. Remember, only approximately 28% of basic skills students are actually enrolling in basic skills courses (see Chapter 1: Who Are Basic Skills Students for more detailed statistics). Where are the rest? Taking other courses where college-level writing is expected. As one community college professor once remarked, after learning about the difficulties in English faced by the under-prepared students flooding his campus, “So, what you’re telling me is that we all have to teach writing.” Yes! If you expect your students to write for you, understanding the strategies used by writing teachers may change how you shape your assignments and enhance the work you receive from students in your own courses. This chapter is written for basic skills writing instructors, eager for new strategies to try, for college-level instructors who demand writing of their students, and for anyone who has a desire to help students be more successful in writing.


A Little More Background
The last decade has seen major changes in how best to teach writing. Where once writing instruction revolved around a student’s ability to understand and write various rhetorical forms (for example, comparison-contrast, argumentation, description and process essays), now many writing instructors rely instead upon analysis of reading material and synthesis of ideas from these analyses to formulate effective essays.

Not only has there been change in essay type over the years but also in the number of essays produced by students in any given composition classroom. Previously, many instructors expected composition students to turn in ten essays during a semester or quarter. Now, however, much more emphasis is placed upon revision of essays, so students may write fewer essays in all, say five, for example, yet heavily revise each of those essays. This process of revision is extremely important to the teaching of writing. Contrary to what many students believe, the finished writing product is not the first thing that is produced on the page when writing an essay. Author Fran Lehr reiterates the importance of revision: “Revision…is the heart of the writing process--the means by which ideas emerge and evolve and meanings are clarified.”

When instructors place a heightened emphasis on revision, they also become much more interested in the writing process itself because it becomes a concrete representation of what occurs when thought is transferred from head to hand. The diagram on the next page illustrates the writing process. If you are already familiar with the writing process and know its value in teaching students how to write, you can skip this section and move on to the next one in this chapter. However, if you are new to writing instruction or you are an instructor who wishes to teach the basics of writing to your students in disciplines other than English, please continue on to learn how you can use the writing process as an effective learning tool in your classroom.

The Writing Process
Prewriting
The process of writing begins with some form of prewriting in order to generate ideas. This is one of the most important steps in helping students learn to become effective writers. Many students say that the most difficult part of writing is getting started. Prewriting is the “starting block” that allows students to effectively get off to a racing start with their writing. It gives them an appropriate starting place and helps them to generate supporting details for their entire essay.

After a topic is selected, sometimes students begin by making an outline. However, student aversion to outlines has grown so much over the years that often students’ eyes glaze over and a loathing murmur escapes as one collective groan anytime the word “outline” is mentioned in a writing classroom. While the outline is still sometimes a necessary evil, for the emerging writer, it might be best to begin with other forms of prewriting instead.

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Some effective methods of prewriting are brainstorming, freewriting, mapping or clustering, and using the journalist’s questions. When using brainstorming, students begin by taking 10 minutes or so to write down everything that comes to mind about a specific topic. With brainstorming, students make “lists” of items about a particular topic, but they do so without stopping. Even items that may seem far-fetched or barely relevant to the topic should still be recorded. They may become helpful later on as students begin to think about the supporting details they will use to develop their essays.

Freewriting is often an effective strategy for generating ideas about a topic because it allows students to write down absolutely everything that comes to mind about a topic. Freewriting differs from brainstorming because it is a continual process of writing where students do not lift pen from paper. They just continue to write one long sentence or a series of several sentences. They let their thoughts flow over a topic and write down anything and everything about that topic that comes to mind, no matter how silly or seemingly ridiculous the thought may be. Later students can go back over their freewriting and pick out ideas that seem to go together or that seem to support one general point. These ideas may later become supporting details for specific paragraphs in the essay.

Mapping or clustering is very helpful for students who are visual learners and need to see information in a specific diagram. Generally, mapping occurs when the student draws a circle in the center of the paper, writes the topic in that circle, and then generates other circles off the topic that become sub-points of the topic that appears in the center. If students wish to do their mapping on a computer, they can use Microsoft Word, click on “Insert,” “Diagram,” and then select the
appropriate symbol. This way students can draw their mapping tool and fill in sub-topics via their computers.

Another popular form of prewriting is the journalist’s questions. Students simply ask the following questions about their topic: Who, What, When, Where, How, and Why. Answering these questions helps students to gather specific information that they can use to later develop points within their essay.

**Using the Writing Process**

As illustrated on the previous page, drafting, revising, editing, and handing in or publishing all follow prewriting on the Writing Process diagram. However, it is important to note that the writing process is not linear. It is actually “recursive,” which means that it does not start at one point, move to the next, then the next, etc. Instead, when we write, we begin at one point, say prewriting, then move to drafting and perhaps realize we need to brainstorm or research more information, so we move back to prewriting again. This type of recursive process is especially helpful to developmental writers, who may think that most published authors, including their writing instructors, are just “good” at writing and thus move smoothly from one stage of the writing process to the next without ever going back to the previous one. Diagramming the writing process for students, and demonstrating this process with actual pieces of writing, helps students to become more comfortable with their own writing. And it also helps them to realize that none of us, no matter how famous or good at writing, ever completes the writing process in a linear fashion.

Enough cannot be said about the importance of reiterating the recursive nature of the writing process. Equally important, however, is the use of real students’ writing examples, mentioned above, in teaching your students how to become effective writers. In fact, research tells us that contextualized learning, learning that occurs by making information directly relevant to students through real-life experiences or examples, has the potential for achieving greater student learning and success. Contextualized learning actually “makes the knowledge to be mastered visible and presents it in a way that makes immediate sense to the learner.”

**Drafting**

When students reach the drafting process, many of them do not realize there is a simple formula for writing essays. Many instructors may also not realize that using this with students can help them to realize that all effective essays have three simple parts: an introduction, including a thesis sentence, a body, and a conclusion. To simplify even more, all effective essays must have a beginning, a middle, and an end. While this may seem rather obvious, it is surprising just how many students do not realize that all essay writing must include this simple formula.

When beginning an essay, students must first have a thesis sentence. We like to think of the thesis as the “roadmap” of the essay. It gives the reader direction and tells where the essay will be going and what the essay is about. Thesis sentences can be written in many ways, but the most important point helpful to students is that thesis sentences cannot be mere statements of fact. Instead, they must contain a point(s) that can be proven. For example, if we said that “Many people died in WWI,” this is simply a statement of fact. If we used this as a thesis sentence, it would give the

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4 Center for Student Success. Basic Skills as a Foundation for Success in California Community Colleges. 2007: 58
reader no direction. It would not tell what the essay was going to be about. It would not point to more explanation to come. The reader would have to guess what the essay might be about. A reader seeing this type of thesis might ask if the essay is about “why” so people died, “how” so many people died, the “number” of people who died, or even the way they died. A statement of fact used as a thesis is a poor roadmap indeed.

On the other hand, a thesis that provides an opinion will be much easier for the reader to follow. It has the potential for making an excellent roadmap for readers. For example, if the thesis stated, “The combination of trench warfare and modern military weapons used in WWI became a catalyst for death more powerful than the atomic bomb,” this is an opinion that can be supported with specific details. It lets the reader know exactly what the essay is about. The reader seeing this thesis will begin to look in the essay for specific examples and facts that demonstrate that the combination mentioned is “a catalyst for death.”

Revising

Revise. Revise. Revise. Students cannot revise an essay too much. The more time students have for revision, the better their essays will become. In fact, one technique that instructors can share with students is “letting the essay sit.” With this method, students write the first draft of their essay and let it sit overnight or for one or two additional days. Then the students come back to the essay again. Incredibly, the essay almost seems as though someone else wrote it! You see, the process of revision can oftentimes be extremely difficult for students. This is because writing is a deeply personal thing. It is often seen by writers as an extension of their own being. So students frequently think that to criticize the writing in any way is to criticize the person. Students often have difficulty criticizing themselves, so they avoid revision for this reason. Asking students to let their essays sit for a few hours or days allows them to return to the essay with new eyes. They have time to separate themselves from their essays. This process of letting the essay sit creates just enough separation so that students are much more objective about the paper and can look at it almost as if it were written by someone else. This allows them to more easily and more readily provide effective revision to the essay.

Another problem that can result during the process of revision is that students often avoid it because they simply do not know how to revise their essays. This is where contextualized learning is once again extremely important. Instructors can help students learn to revise by bringing in real student writing and as a whole class or in small groups asking students what makes good writing and what makes bad writing. Asking students to give suggestions for how they would go about making an essay better often leads to excellent ideas that can be written on the board and shared with the entire class. Another excellent way of teaching students how to revise can be done by having the instructor bring in a piece of his or her own writing. Then show students how to cross out sentences, move sentences around, add more details, or even add a whole new paragraph.

One point that must be emphasized is that the process of revision revolves around the global issues of the paper. Revision does not look at grammar, punctuation, or other issues of usage. These concerns are reserved for the editing process. Revision, rather, centers on the larger issues of the paper. When students revise, they should look for development, organization, and overall essay structure. Revision centers on the much larger concerns of the paper and leaves the grammar and conventions for the editing process.
**Editing**

Editing is the time for looking at errors involving grammar, punctuation, and other usage concerns. During the editing process, it is oftentimes helpful to provide students with a handbook or individual handout sheet that contains the symbols you may use in grading essays. This way, when you read students’ rough drafts or student peers read rough drafts of one another and find errors, you can all use your designated symbols in the margins of the essays. This will allow students to recognize that there is an error in grammar or punctuation somewhere in the line of the paper next to where the symbol is placed in the margin. But the students don’t know exactly where the error occurs. They know only that it is in that particular line somewhere. This forces students to discover the error themselves. They may have to look up information in their handbook or on handouts you have given them in order to learn more about the error and to correct it effectively. Students will learn so much more about punctuation and grammar usage when they must discover this information themselves through working on their own papers and trying to make these papers better.

Another effective technique for helping students in the editing process is to ask students to read sentences in their essays out loud. Oftentimes when reading silently, students skip over the error or the missed word. However, when they read the sentence out loud, they stumble over the place where the error occurs. Telling students to stop and look carefully anytime they stumble in reading their sentences out loud will often help them to find errors.

If students are still having trouble finding errors in their essays even when reading out loud, try having students begin with the last sentence of the essay and read it out loud. Then move to the next to the last sentence and read aloud. Then the sentence that occurs before that one, and so on. This way, students are reading sentences individually and can more easily spot errors. Sometimes students have difficulty seeing grammar and punctuation error or errors in word omission when they read sentences in the context of the larger essay. So isolating those sentences by starting at the last sentence and working backward often helps with finding errors. Both of these reading aloud techniques also help students to learn about their own learning. Called “metacognition,” the process of learning about one’s own learning is extremely important in helping emerging writers develop their own skills so that eventually they will be able to find many errors on their own without the help of their instructor or their peers.

**Writing Practice**

As mentioned previously, approximately 75% of incoming California Community College students are not prepared for college-level writing. With this large number of students not writing well, fewer and fewer instructors are requiring writing in their courses. This unfortunate occurrence sets up a vicious cycle of ineffective writing and limited practice. Instead, students would have the potential of becoming far better writers if they had the opportunity to practice writing often and much. If you are an instructor who teaches a discipline other than writing, please consider how valuable the practice of writing is to your students. And especially to developmental students, practicing writing is key to improvement of their writing. Please consider adding additional writing assignments to your coursework in order to give students much-needed writing practice, which is invaluable for building writing skill.
**Tips and Tricks**

Probably one of the most valuable tips that instructors should consider, whether they are writing and non-writing instructors, is to make assignments that are clearly understandable to students, and that include clear parameters, such as specific deadlines, MLA or other documentation format, and specifically who the intended audience is for the essay. Developmental students will often “give up” on a writing assignment and believe themselves to be “bad at writing” when they cannot decipher an assignment or when they do not understand the full parameters of the assignment. Sometimes when we produce writing assignments, they may seem quite clear and easily understandable to us; however, our students may ask, “What the heck am I supposed to do?”

One of the of the primary ways we can ensure understanding of our assignments is to give the assignment to students, go over the assignment, and then assess students’ understanding of it. In a “One Minute Paper,” ask students to briefly summarize the assignment, including the parameters of that assignment. Or ask students to give the “Muddiest Point” by writing down questions about something they did not understand with the assignment. You can collect the muddiest points and clarify this information when your class meets next time. There are many other types of assessment you can use to clarify if your students are understanding their assignments or not. If you would like additional information about classroom assessment, look at Chapter 15: Assessment Basics. Another source, a book that is packed full of practical assessment techniques, is Angelo and Cross’s *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass. 1993.

Providing a rubric that clearly delineates what you expect in a writing assignment also helps students to understand what is expected of them. Writing rubrics come in a variety of forms and include a variety of different information, ranging from content of an essay to forms of sentence usage.

For your convenience, a sample rubric is included at the end of this chapter. Use the rubric as it is, or feel free to change the rubric to clearly reflect your specific assignments. Regardless of how you choose to use the rubric, the most important point to remember is that rubrics serve as roadmaps for students. They tell students what is expected in a writing assignment and what their paper must contain in order to receive an A, B, C, etc. Or in the case of draft and revision, rubrics can tell students what areas they need to improve in order to make their essay as effective as possible.

**Grading Tips**

One of the things that can be inordinately time-consuming when we give writing assignments is the task of grading all of those assignments! Instructors constantly search for techniques that will help them to manage the huge grading load that occurs with writing assignments. Following are a few practical tips and techniques that may help to give you a little extra time away from the grading pen.

Much information has been written about not marking every error in student papers. However, many English instructors feel a compelling sense of duty to mark those errors for their students in the hopes that students will appreciate their vast efforts and learn much from this marking. While we all wish this were true, it is probably not the reality for most students. Developmental students often see the proverbial “bleeding” paper as a sign that they “just can’t write.” With dread and
embarrassment, they may try to hide their ink-soaked papers from their peers by quickly stuffing the graded paper into the bottom of their backpacks.

This sets up a situation of extreme frustration on the part of the instructor who can’t understand why all his or her grading efforts are not being appreciated by students. So a great deal of tension can result on both the part of the student and the instructor where grading is concerned. Rather than struggle with this tension, perhaps we might consider a different technique.

Think about the mechanical errors that really frustrate you—the ones that are considered to be your greatest “pet-peeves.” Some of these errors may include fragments, run-on sentences, using a comma between two complete sentences, etc. You get the idea. Make a list of all these errors that you consider to be vitally important to provide clarity to writing. Once you have made the list, look at it again. Are there any errors that you believe are more important than others? If so, try prioritizing the errors. Mark a 1, 2, 3 etc. by the errors you believe to be most important. When you are finished with this prioritized list, strike off the bottom 5 or 6 errors. What you have left is a list of errors that you believe to be vitally important to create clear prose.

Try an experiment with this list. For one writing assignment, give out this list of errors to your students. Tell them you believe this list is vitally important to providing the clearest essay writing possible. Then perhaps you might consider doing some learning activities with your students that revolve around this list. Help them to understand how to avoid these errors and why correcting these errors is essential to effective writing. Then perhaps you can give some in-class writing assignments where students focus on avoiding these errors. Students might even get into groups and go on “safari,” hunting for the ferocious errors that lurk around each corner, just waiting to pounce on and destroy a good essay.

After working with students on your error list, try having them write an assignment and hand it in. It is your task to grade these essays, marking only those usage errors that are on your list. At first it may be difficult to avoid marking every error, but force yourself to make this change for this assignment. When you hand back the essays, you can give students an assignment to try to find any errors you marked that are not on the list. After they try to find these errors on their own papers, then perhaps you can have them work in groups and try to find errors on each other’s papers. In the process of this teacher-error-hunting, encourage students to talk about the errors they see that are on the list, too. In this way, you have turned a grading activity into a real-life learning experience, and you have cut down on the amount of time it takes you to grade your essays as well. You can even draw out this activity throughout the entire semester by referring again and again to your error list.

This exercise focuses primarily on usage errors because these are often the most time-consuming errors that instructors mark in papers. However, please do not forget the larger, more important issues of the paper: the content and organization. For papers that lack development and specific examples or facts, you can develop activities such as the one above that address these concerns as well and help you to cut down on the time you spend in grading.

Another way to cut down on the amount of time you spend in grading essays includes having students share first drafts with one another and find significant errors in both usage and global
concerns of the paper. This way, when you receive the draft yourself, you will not have to spend so much time in marking all the errors that could easily be found by peers.

Finally, remember the advice given in the editing section of this chapter. You do not need to correct every error. Correct it the first time it appears and, if you must, perhaps the second. After that use a symbol of the error and place it in the general vicinity of where the error occurs. Give students the responsibility to find and correct the error.

There is no one easy answer to shave off significant amounts of time in the time-consuming task of grading. However, apart from these ideas, many texts that discuss methods for teaching writing also include sections on how to lighten the grading load. Try doing a Google search to find some of these texts or check with your textbook publishing company or your local bookstore to see what books on this subject may be available.

Research Backed-Practices
So, while knowing the writing process and using the tips and tricks listed above, may help you when assigning writing to your students, let’s look at what research has shown us about how best to teach writing. Writing teachers, constantly on the lookout for effective pedagogy to help their students learn, are now moving toward a greater awareness of research-backed strategies for classroom instruction

Research tells us that there are several effective methods for helping to increase the success of developmental writing students. Not comprehensive by any means, this list includes such practices as integrated reading and writing, reciprocal teaching, Reading Apprenticeship, and the use of reading and writing centers.6 The research data reveals that these practices can help to increase the success, retention, and persistence of our developmental writing students.

While in the past, drill and practice were frequent companions of the developmental writing classroom, today, however, instructors now know that these practices are not very helpful in raising the skill level or success rate of our developmental writing students.7 Instead, the practices listed above as well as active learning, guided discovery learning, group learning, contextualized learning, learning communities, and other innovative practices have, through research data, proven to be much more effective.8 Following are a number of helpful strategies that are provided for your use in the classroom, the department, or the institution. They are provided in hopes that you will use them as is or borrow from them in order to build on or enhance the effective practices you may already include in your classroom, department, or institution. In some cases, helpful faculty comments or stories have been provided to serve as starting points for processes that you may wish to implement on your own campus.

7 Center for Student Success. Basic Skills as a Foundation for Success in California Community Colleges. 2007: 38.
8 Center for Student Success. Basic Skills as a Foundation for Success in California Community Colleges. 2007:41; 54; 57; 58.
Writing Strategies

Guided Discovery Learning
The following exercise provides an example of one effective method, guided discovery learning. In this exercise, designed for students in a writing course one-level below transfer, Andrea Neptune, Sierra College, helps students learn to develop a specific, detailed body paragraph. Students verbally respond to each of the following questions during an in-class writing exercise. They are guided into “discovering” how to make a well-developed paragraph through their own responses to the questions. Rather than tell students how to develop a paragraph, the instructor guides the students to discover the process of paragraph development on their own. In order to reinforce the learning that has occurred during this lesson, students take home a handout to use as a reference tool for their learning.

Questions for Development

Topic Sentence:

1. CLARIFICATION: What do I mean?
2. EXPLANATION: Why do I say this? Why is this true?
3. CAUSES: Why or how did this start?
4. EFFECTS: What are the results?
5. EXAMPLE: Can I show the reader?
6. COMPARISON: What is he/she like?
7. QUOTE: Who says so?
8. STATISTICS: How much?
9. CONCLUSION: How can I end?

Writing a Paragraph Using Questions for Development

Student Handout

Example: Below are examples of how you might answer the Questions for Development so that you can then use your answers to write a well-developed paragraph.

TOPIC SENTENCE: My son Trevin is a mischievous child.

1. CLARIFICATION: What do I mean?
By mischievous, I mean that he is very curious and is always getting into things that he shouldn’t.
2. EXPLANATION: Why do I say this? Why is this true?
At the age of two, he is continuously climbing up furniture, spilling something over, or playing with something he shouldn’t.

3. CAUSES: Why or how did this start?
Since the day he was born, Trevin has been described as being "100% boy." He is very energetic, he loves play balls of any kind, and he never cries when he falls down.

4. EFFECTS: What are the results?
On a daily basis, I have to clean up some mess that he made or scold him for something he did.

5. EXAMPLE: Can I show the reader?
For example, once Trevin took an entire saltshaker and dumped it out on the kitchen counter. He has also smeared blue toothpaste all over our beige carpet. He even figured out how to open the "child proof" locks on our cabinets and spilled over the garbage!

6. COMPARISON: What is he like?
He is just like an adorable puppy chewing on a new leather shoe and like Dennis from the cartoon "Dennis the Menace"--cute and adorable, devilish and exasperating.

7. QUOTE: Who says so?
Whenever his father says, "Trevin, stop!" Trevin will pause, look at his father in the eye, and begin running in the opposite direction. His grandmother says that he is just like his mother; as a child, I once poured her perfume down the bathroom sink and dumped chocolate cake on the kitchen floor. Grandma eagerly calls to hear the "Trevin report" on a daily basis.

8. STATISTICS: How much?
If Trevin is left alone for more than 5 minutes, he finds some kind of trouble to get into, and he probably gets told "No!" at least a dozen times a day.

9. CONCLUSION: How can I end?
Although my hair may be completely gray by the time Trevin turns 18, at least I know that our lives will always be interesting!

Example of a Paragraph that Has Been Put Together Using Answers to the Questions for Development
My son Trevin is a mischievous child. By mischievous, I mean that he is very curious and is always getting into things that he shouldn’t. At the age of two, he is continuously climbing up furniture, spilling something over, or playing with something he shouldn’t. Since the day he was born, Trevin has been described as being "100% boy." He is very energetic, he loves play balls of any kind, and he never cries when he falls down. On a daily basis, I have to clean up some mess that he made or scold him for something he did. For example, once Trevin took an entire saltshaker and dumped it out on the kitchen counter. He has also smeared blue toothpaste all over our beige carpet. He even figured out how to open the "child proof" locks on our cabinets and spilled over the garbage! He is just like an adorable puppy chewing on a new leather shoe and like Dennis from the cartoon "Dennis the Menace" --cute and adorable, devilish and exasperating. His grandmother says that he is just like his mother; as a child, I once poured her perfume down the bathroom sink and dumped chocolate cake on the kitchen floor. Grandma eagerly calls to hear the
"Trevin report" on a daily basis. Whenever his father says, "Trevin, stop!," Trevin will pause, look at his father in the eye, and begin running in the opposite direction. If Trevin is left alone for more than 5 minutes, he finds some kind of trouble to get into, and he probably gets told "No!" at least a dozen times a day. Although my hair may be completely gray by the time Trevin turns 18, at least I know that our lives will always be interesting!

One way to assess this method is to give students a pre and post test, asking them to write a paragraph in the beginning of the semester and then, after teaching them to use this method, giving the same assignment at the end of the semester. Use a carefully constructed rubric to score the paragraphs each time. After comparing the results, you would be able to see if students have grown in their abilities.

**Learning Communities**

Learning communities have become increasingly popular because they can often provide students with a sense of community that may be lacking in regular writing classrooms. This connection and sense of community can often be the catalyst for providing increased student success and persistence for developmental students participating in learning communities.12

Geneffa Jonker, Cabrillo College, shares with us one model for a learning community that connects both writing and reading. In this learning community, two teachers work together, a reading instructor and a writing instructor, to teach a four-unit writing course and a three-unit reading course, both courses two levels below transfer. The writing course incorporates what used to be a separate one-unit writing lab component concentrating on grammar and usage conventions. Realizing the importance of writing in context, Cabrillo writing instructors subsumed the lab within the larger framework of the class where grammar and usage conventions are now taught in the context of essay writing itself.

The reading component of this learning community, the three-unit reading course, provides the majority of reading assignments within specific texts; however, the writing component provides supplemental reading assignments, such as more extensive reading and research projects. Both courses are taken as co-requisites so that the same student cohorts work closely together throughout the semester.

The learning community centers upon a theme; the theme at the time of this writing revolves around community building, both globally and locally. It is this sense of community building that becomes vitally important within the learning community itself. Students have the opportunity to get to know one another and to rely upon one another for help, support, and encouragement.

An example of the importance that community building plays on student success becomes quite evident when Geneffa Jonker spends time working in the Writing Center. She notices that developmental students who are involved in the learning community come more often to the Writing Center to receive help. She also notices that these students do not come alone. They come with a buddy from their learning community. It would seem that the connection students receive from their learning community helps them to feel comfortable in receiving additional help from

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12 Center for Student Success. Basic Skills as a Foundation for Success in California Community Colleges. 2007: 58 - 59
support services. This is a fantastic and invaluable component of the learning community that enhances and broadens the potential for even greater student success.

Community building occurs even more in the learning community when students attend two or three “community gatherings” which are held during the semester. These gatherings include joint student presentations including such activities as poetry reading, short plays, or skits. Students sometimes even use a specific novel as text and then project what they believe will happen with characters or with the entire story line during the next ten years or so.

Another fantastic assignment that occurs in the learning community revolves around CNN News anchor Anderson Cooper, who has reported on such life-changing events as Hurricane Katrina and the horrific human suffering that occurred in New Orleans as a result of this catastrophe. During class, students are given the opportunity to watch YouTube clips of Cooper’s newscasts, and then one of their writing assignments revolves around writing letters to Cooper regarding some of his news broadcasting. Assignments in this class are real-life, down-to-earth activities that allow students the opportunity to see how the content of this class relates to their own personal lives. And the assignments center on the all-important theme of community building.

Please see the Appendix for a specific community building handout that Jonker uses with her class.

**Integrated Reading and Writing**

Another effective method for helping to raise the success rate of students in developmental writing classes is integrated reading and writing. So promising is this concept that information about various types of integrated reading and writing is included in Basic Skills as a Foundation for Student Success in California Community Colleges (41-44).

Diane Oren, San Joaquin Delta College, after becoming motivated by a dissertation proposal concerning multiple intelligences and transference of skills to the academic environment, developed the following specific strategies for integrating reading and writing in the classroom with student-athletes.

**Integrating Reading and Writing with Student-Athletes**

In working with student-athletes, Diane Oren became fascinated by specific details that might enhance the learning process for these students. So she did research and reading regarding ergonomic issues and how the physical environment impacts students. Since many student-athletes have larger body frames or muscle mass than average students (tall, large build, large hands, etc.), Diane discovered that the desks used in most college classrooms actually cause student-athletes to sit in ways that hamper lung capacity, thus decreasing oxygen flow to the body. When student-athletes get sleepy in class or do not seem to learn information readily, perhaps it is because they are simply not receiving enough oxygen! Diane compensates by building into her classes lots of two-minute active learning activities. Students stand, work in small groups, go outside, come back inside, etc.

Diane also noticed a similar ergonomic issue with standard-size pencils and pens. It is often difficult for student-athletes to grasp these writing tools, so Diane solves this problem by providing large-size pencils and pens that make the physical process of writing much easier for students.
Another technique that Diane uses to enhance student learning is working with students in small groups. She found this method to be highly effective, so Diane now provides two additional hours of office time so that student-athletes can work together. These small learning communities, like the more structured ones at Cabrillo, also promote success by allowing students the opportunity to create a sense of community. They get to know each other better and thus form a support network. Diane assesses the types of strategies that would be best to use with each student, and then she puts students into groups based upon individual learning needs and what will work best for them and help them to be most successful.

Another strategy that is addressed is the oral-aural connection. Students often try to write in the same way they talk, so to help students learn what is appropriate in writing and what is not, Diane has students come to her office where she asks them to tell her out loud what they want to put into their papers. Then she asks them to type their statements on the keyboard and read what they have written on the computer screen. When students do this, they see that what they have written is not correct, or that it does not read smoothly. It is this process of **saying**, **writing**, and **seeing** that helps to reinforce the learning process. In fact, Diane reiterates that it takes ten exposures to material in order for it to be converted into long-term memory. The activity described here provides at least three of those exposures.

In the appendix of this chapter, we have provided a lotus that Diane uses with students for planning purposes. The lotus actually functions in a dual role. Students use it as a mapping exercise where they write the topic in the center and then branch off the center square with sub-topics in the circles. Diane also uses the lotus as a reading study skills tool. Students write the title of the chapter in the middle and then write chapter subtitles in other areas branching off the center. The lotus actually functions as a mind-map that helps students to visually map out what is happening in a textbook chapter. This way, students can more easily comprehend what the chapter is about and understand how details plug into that chapter. This, too, provides the exposure that was mentioned previously so that it helps students convert information to long-term memory.

Other techniques Diane uses come from Reading Apprenticeship and Shared Inquiry. Reading Apprenticeship provides a system of questioning that Diane teaches students to use. She also teaches them how to make annotations in the text. Students often fear writing in their textbooks because it was taboo early on in their school years, and students also want to sell back their texts at the end of the semester. However, Diane reiterates the importance of gaining meaning from the text through annotation.

The second method of questioning that Diane uses is a technique she learned from “Great Books,” which deals with the concept of Shared Inquiry. With Shared Inquiry, students are taught to wonder about the text without being criticized. They question what they have read and bring out insights to one another in a completely safe environment. This “safe” sharing builds confidence in students and allows them to feel comfortable exploring the text through questioning. It also builds their critical thinking skills and gives them the confidence to share their ideas with one another, which in turn allows ideas to be built upon through the comments of other students in the classroom. Shared Inquiry is a fantastic opportunity for building a variety of important academic skills in students and definitely helps to promote student achievement and success.

Shared Inquiry also leads to student metacognition—students learning about their own learning. Diane builds in lots of writing activities where students learn to write for different audiences and in
different settings. They begin to question how they are better writers after completing these activities. This, too, builds their confidence and allows them to expand as learners and to effectively connect their own personal learning with their classmates and with the world around them.

These methods can be assessed through looking closely at student writing and scoring it with a well-developed rubric. Since self-reflection is so crucial, a rubric that specifically addresses this would be a useful way to assess how well students are able to self-reflect. It may be very intriguing to compare self-reflective writing from the beginning of the semester to that produced at the end in order to see what has changed.

A Twist on Integrated Reading and Writing

Katie Hern, Chabot College, realized that her students were not always writing essays at the level she desired, so in order to help her students become better writers, Katie decided to try a new approach in her classroom. She moved from teaching a traditional developmental writing class to the innovative practice of teaching students very little about writing itself and instead centering upon reading. Through this practice, Katie discovered that her students produce much better essays, and they are much more successful in their writing than they were when she taught them specific writing principles. Following is Katie’s narrative as well as handouts she uses to help her students learn about writing through reading.

Engaging the Reading, Eliciting Stronger Writing

In 2006, Chabot College Instructor Sean McFarland worked with several of his students to create a documentary video called Reading Between the Lives. Comprised of entirely student interviews, the video details the intense emotions and insecurity tangled in their experience of reading, how students often don’t complete assigned readings at all, how the fear of looking stupid keeps them from asking questions, and how they get little reading help from teachers beyond the instruction to “read chapter 2.” (Video available at http://www.archive.org/details/ReadingBetweenTheLivesPart1.mp4)

After watching the video, I recognized that I had spent the first decade of my career calling myself a “writing teacher” and making two assumptions about my students: 1) that they were doing the reading, and 2) that they understood what they read. The video makes clear just how flawed those assumptions had been.

In spring 2007, I conducted an experiment in my developmental composition course two levels below transfer. I decided to make reading the primary focus, with reasoning the next most important, and writing a distant third. I didn’t spend class time teaching brainstorming techniques or the general principles of paragraph writing, using transitions or writing topic sentences. I had a hunch that if students were reading more effectively, they would produce stronger papers.

Instead of working on the form and techniques of essay writing, we spent almost every class period discussing the books Fast Food Nation and The Wal-Mart Effect. I wasn’t teaching reading in the traditional sense. Instead, I broke students into groups to answer questions about each chapter or generate their own questions. I organized debates where they had to assume a particular role (e.g. small business owner, McDonald's executive) and then use the readings to make an argument from that perspective. Sometimes our goal was simply comprehension – could they explain a key point
from the reading in their own words? Inevitably, though, comprehension evolved into higher order discussions as students made inferences about the causes of a problem they’d read about, or evaluated the merits of an author’s solution, applied the reading to their own lives, or made connections between the two books. Overall, class time was about getting students to actively work the reading.

I also had students writing the whole time. They completed informal exercises in class, posts on online discussion boards, short-answer tests every few chapters to assess their comprehension of the readings, and several essays over the semester. I provided guidance and feedback on their writing by discussing sample student work as a whole class, giving them detailed rubrics of assessment criteria, and meeting with them one-on-one to discuss their drafts. But writing was an extension of our in-class discussions – a way to process and critically engage the reading -- rather than an end unto itself. Writing was another way to work the reading.

Despite much less instruction in academic writing, by the end of the term, students were writing stronger essays than they had in previous semesters. Most interestingly, I realized that a lot of what I had considered writing problems were in fact reading problems. Their essays had strong transitions, not because I had given them handouts and class activities about transitions, but because our discussions of the books gave them a strong internal sense of how one idea related to the next. They had clear thesis statements because they had a main point they wanted to make about the issues we’d read about.

The biggest effect I saw was in how students used the readings in their writing. They weren’t as likely to offer empty and unsupported generalities or stick disconnected quotes into paragraphs where they didn’t fit. Instead, their comments were informed by, and layered with, relevant ideas and information from the readings. Perhaps most telling, students were more likely to express these ideas and information in their own clear language, rather than over-relying on long, undigested quotes, something I now understand is a red flag for poor reading comprehension.

Using class time for sustained, deep engagement with the assigned reading helped students to break down and process what they had read. I found that this is a critical step in understanding the material, and an antidote to the experience students often have with reading, which they describe as “going in one ear and out the other.” It also greatly improves the content of student essays because it gives students something to say.

(Katie Hern is in the process of creating a website which will include video footage, assignments, classroom activities, assessment instruments and rubrics, and samples of student writing from her developmental English classes. This site will be online after August 1, 2008 at http://online.chabotcollege.edu/khern/)

**Departmental Integrated Reading and Writing**

Examples such as Katie Hern’s tell us that integrated reading and writing certainly can be highly effective at the classroom level; however, integrating reading and writing on a departmental level has the potential to provide an even greater impact on student success. In fact, the Effective Practices Report tells us that “the literature strongly supports an ‘embedded curriculum’ model, where students are immersed in a learning environment which strongly promotes simultaneous reading and
writing development, using reading to help students write and using writing to help students read."13

While research strongly supports a reading and writing connection,14 the process of implementing such a structure on the departmental level may not always be easy. Integrating reading and writing on a large scale takes time, patience, and faculty who believe in and are thoroughly committed to the process. Such a change also requires strong and dedicated departmental leaders who are willing to seek proactive solutions to challenges which may arise when trying to integrate all reading and writing courses in a department. Fortunately, for those wishing to make such a change, good examples exist of other community college departments who have previously blazed the trail of integrated reading and writing.

Nancy Ybarra, Co-coordinator of Developmental Education at Los Medanos College, describes the process of implementing integrated reading and writing in her department.

**Integrated Reading and Writing at Los Medanos College**

In 1998, the English department of Los Medanos College began offering integrated reading and writing courses in our developmental English sequence instead of stand-alone courses in reading and composition. The department made this change based on low enrollments in the stand-alone reading courses despite an institutional research study that indicated that poor reading comprehension was students’ number one academic concern. In addition, integrated reading and writing approaches were receiving increased professional support as a more effective approach to academic literacy. This research was extensively documented by two faculty members who attended the Kellogg Institute for Developmental Educators at the National Center for Developmental Education at Appalachian State University in the summer of 1997. The newly developed courses, each 5 units, were written as their culminating project for that Institute, and were approved by the English department in the fall of 1997; they completely replaced the stand-alone reading and composition courses the following fall semester. Student enrollment, success, and persistence in the developmental course sequence are higher in the integrated courses than they were in the stand-alone courses.

The LMC English Department consisted of 12 full-time faculty in 1997; all were supportive of this change. In submitting the course outlines of record to the college curriculum committee, we agreed to list English and Reading as the disciplines which would qualify a faculty member to teach these courses; in other words, faculty could be qualified in one or the other of these disciplines. We did have 6 full-time faculty who were qualified, or became qualified under the discipline of Reading through formal course work.

Others, including adjuncts, took advantage of staff development opportunities such as the Reading Apprenticeship training offered by the Strategic Literacy Initiative, or participated in teaching communities that used the Reading Apprenticeship model.

Over time, a body of work including lesson plans, curricular materials, and assessments became available and were systematically given to all new faculty, full and part-time, during their orientation

13 Center for Student Success. *Basic Skills as a Foundation for Student Success in California Community Colleges.* 2nd Ed. 2007: 41.
14 ibid
to teaching in our department. This work was facilitated by a Title III grant at the college from 1999 – 2004 which initiated reassigned time for lead faculty in the department to do this work; this structure has been institutionalized and is now on-going.

We also developed student learning outcomes for these courses and plans for assessing them at the same time. The following are the outcomes as listed in the course outlines of record:

**English 70 (two levels below English 1 A) Student Learning Outcomes:**

Students successfully completing this course will:

1. Demonstrate the behaviors of an engaged and organized college student.
2. Read actively and demonstrate comprehension of assigned readings through the ability to summarize, question, and respond to text.
3. Make connections to and among texts, considering issues of personal, cultural and societal importance
4. Write, revise and edit paragraphs and essays that are clearly focused and comprehensible.

**English 90 (one level below English 1A) Student Learning Outcomes:**

Students successfully completing this course will:

1. Read actively and demonstrate critical thinking skills, through the ability to summarize, analyze, evaluate and synthesize pre-college readings. Analyze how the social-cultural-historical context of both the reader and the text influence the meaning-making process.

2. Write, edit and revise expository essays which integrate and synthesize course readings and are clearly focused, fully developed, and logically organized. Compose essays with sentences which display a developing syntactical maturity and whose meaning is not impaired by excessive grammar, usage and proofreading errors.

Demonstrate awareness of their own reading, thinking and writing processes and monitor their learning.

**Institutional Integrated Reading and Writing**

While the process of implementing reading and writing at the departmental level can be highly effective in increasing student success, as was the case at Los Medanos College, this same process may have the ability to create even greater success when implemented at the institutional level. In fact, research suggests that integrating reading and writing has a positive affect on the development of students’ metacognitive abilities. Perhaps increasing students’ metacognitive abilities may help them to understand and adjust their own learning on a cross-disciplinary level.  

Even though the process of integrating reading and writing on an institutional level holds great promise, it is also time consuming and requires campus-wide faculty commitment on a sustained

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15 Ibid
basis. Fortunately, we have a good example of institutional integration of reading and writing. Jennifer McBride, Merced College, explains the time commitment and process of change that occurred on her college campus while implementing concepts of Reading Apprenticeship on an institutional level.

Reading Apprenticeship at Merced College: Progression of Implementation

2005
Currently, the two teachers trained in the Reading Apprenticeship program have offered informational and training workshops through the Teaching and Learning Academy (TLA). Attendance at TLA workshops is required of all new first-year teachers. They have also presented Reading Apprenticeship strategies to our Supplemental Instruction leaders for integration in their SI sessions. A presentation was made to our administrators and during our fall flex day for the general faculty campus-wide. These presentations were designed to affect class-room practice by encouraging teachers (and SI leaders) to incorporate Reading Apprenticeship strategies into the classroom.

2006
In October 2006, we held a faculty retreat to discuss academic literacy and Reading Apprenticeship theories. Thirty-three teachers from the majority of our disciplines attended; we had representatives from English, math, sociology, philosophy, chemistry, music, vocational education, nursing, biology, and history. During this retreat, we heard from a consultant from the Strategic Literacy Initiative and discussed our current reading program, reading pedagogies, and ideas for change. This retreat led to the development of a new cross-disciplined faculty inquiry group that meets monthly to discuss all ideas concerning reading.

2007
Our involvement with the Strategic Literacy Initiative has deepened. In addition to training all first-year full-time faculty members in Reading Apprenticeship techniques, we have moved into training our SI leaders in these techniques. This seemed like a natural move on our part in that SI and RA share common goals: collaborative learning, making learning visible, and creating independent learners. In addition, SI relies heavily on the cognitive apprenticeship theory. Since SI leaders have mastered a specific course's curriculum, they, in turn, share their techniques for success in that class with the novice students. Part of the leaders' successful course completion was due to their effective reading strategies. Training SI leaders in making reading visible has helped combat our student population's difficulties with literacy and critical thinking.

In spring 2007, a team of researchers from the Strategic Literacy Initiative spent several weeks at Merced College, interviewing teachers and students, observing classes and SI sessions, providing professional development to both teachers and SI leaders, and filming all of these activities. Our time spent with these researchers forced teachers, SI leaders and students to reflect upon Merced College's reading program and curriculum. The resulting footage is currently being used to analyze the connections between SI and RA on our campus and in a broader context as well. Merced College and the Strategic Literacy Initiative have presented this information at two conferences: The Tillery Institute for Community College Leadership and Innovation at UC Berkeley and Strengthening Student Success. Not only has SLI influenced curriculum design and SI training at
Merced College, our campus has provided SLI with valuable insight regarding adult literacy and reading programs in the community colleges, an avenue which SLI wishes to explore.

For more information on various methods of integrated reading and writing, please refer to Chapter 10, Effective Practices in Reading.

Professional Organizations
No matter what methods or programs we choose for helping students learn to become effective writers, we all want to maintain currency in those chosen methods, and we want to continue to peruse the latest research in other effective methods for helping our students become successful writers. The following professional organizations have excellent websites, publish journals, and sponsor yearly national conferences where writing instructors and administrators can learn a wealth of valuable information or strategies for the classroom and the department or institution.

- NCTE (National Council of Teachers of English) http://www.ncte.org
- 4 C’s (Conference on College Comp.& Communication) http://www.ncte.org/cccc
- TYCA (The Two-Year College English Association) http://www.ncte.org/groups/tyca
- CRLA (College Reading and Learning Association) http://www.crla.net
- NADE (National Association for Developmental Ed) http://www.nade.net
- TIDE (Technology Institute for Dev. Educators) http://www.ci.txstate.edu/tide/tidehome.htm

Assessment
Not only do developmental writing instructors want to know and implement as many research-backed strategies as possible for helping developmental students, we also want to assess the strategies we have implemented in order to be sure that our students are actually learning those writing principles we believe to be most important for college, career, and daily life.

Following are writing rubrics that writing instructors can use to assess student paragraphs and essays. The rubrics can easily be edited, changed, or adapted to your own course level or to your department or institutional needs. The first rubric is for your use in assessing your students’ writing. The other is a student-friendly rubric that you can use directly with students to help them understand the specific standards for writing in your classroom.

In an effort to make the process of assessment as practical and applicable as possible, we have also included some types of examples of writing assignments that could be used as assessments to measure student writing growth with the first rubric:

- Portfolios (a collection of student writing, usually gathered over the course of the class)
- Pre-essay / post-essay (this could be used at the beginning of the semester and at the end, or it could be used very time an essay is assigned, with the “pre-essay” being a rough draft the instructor or peers comment on, and the “post-essay” being the final copy.)
- Diagnostic essay at the beginning of the semester, and a final exam essay at the end where all students are required to write an essay under the same time constraints and criteria.

**Completing the Assessment Loop**

Don’t forget that the assessment loop is not complete until you have assessed your Student learning outcomes and then made adjustments to your classroom material based upon the findings of your assessments. For example, if your assessments indicate that your students are not meeting the SLOs that your department has established for your course, you will likely want to meet with your colleagues to discuss changes you may want to make to help your students be more successful writers. For a more detailed discussion about this, see Chapter 15.
<table>
<thead>
<tr>
<th></th>
<th>Masterful</th>
<th>Skilled</th>
<th>Able</th>
<th>Developing</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis (Controlling Idea)</strong></td>
<td>Thesis is clear, well stated and pointed; demonstrates a superior understanding of the assigned topic.</td>
<td>Thesis represents sound and adequate understanding of the assigned topic.</td>
<td>Thesis is weak, but demonstrates some understanding of the assignment.</td>
<td>Thesis contains unfocused ideas with little or no sense of purpose or direction for the paper.</td>
<td>Thesis is essentially missing.</td>
</tr>
<tr>
<td><strong>Support &amp; Development (Evidence)</strong></td>
<td>Main points are well supported with specific evidence that show a depth of ideas; the ideas work together.</td>
<td>Ideas are supported with logical facts and examples; most are specific and many of the ideas work together.</td>
<td>Support is mostly sufficient, but some are not specific and are only loosely relevant to main points.</td>
<td>Primarily insufficient support that is often non-specific, and/or irrelevant.</td>
<td>Lack of support for main points; frequent and illogical generalizations without support.</td>
</tr>
<tr>
<td><strong>Organization &amp; Paragraph Structure</strong></td>
<td>Organization is appropriate to assignment; paragraphs are well developed and appropriately divided; ideas are linked with smooth and logical transitions.</td>
<td>Organization is competent with good paragraph development and structure with few limited or illogical transitions.</td>
<td>Paper is partially organized around a thesis; some paragraphs relate to it while others are stand-alones with weak or illogical transitions.</td>
<td>Paragraphs are simple and formulaic. There are few evident transitions; some are illogical.</td>
<td>Organization is confusing; paragraph structure is weak; transitions are missing, inappropriate and/or illogical.</td>
</tr>
<tr>
<td><strong>Audience &amp; Tone</strong></td>
<td>Appropriately written to the specific audience; tone appropriate to the assignment.</td>
<td>Effective and awareness of general audience; tone satisfactory.</td>
<td>Some sense of audience related to assignment purpose but not consistent; tone varies.</td>
<td>Very inconsistent sense of audience; wildly varying tone for given assignment.</td>
<td>No sense of particular audience for assignment; tone inappropriate or inconsistent.</td>
</tr>
<tr>
<td><strong>Sentence Structure &amp; Mechanics</strong></td>
<td>Well-chosen variety of sentence styles and length. Very few punctuation, spelling, capitalization errors.</td>
<td>Varied sentences; Contains only occasional punctuation, spelling, and/or capitalization errors.</td>
<td>Some repetition of sentence patterns; shows some errors in sentence construction. Contains several (mostly common) punctuation, spelling and/or capitalization errors.</td>
<td>Sentences show errors of structure; little or no variety. Contains many errors of punctuation, spelling, and/or capitalization that often interfere with meaning.</td>
<td>Simple or incomplete sentences used frequently; frequent errors of sentence structure. Contains many and serious errors of punctuation, spelling, and/or capitalization; errors that severely interfere with meaning.</td>
</tr>
</tbody>
</table>

Adapted from St. Mary’s College—School of Extended Education  (Melanie Booth, Learning Resource Program)

Special thanks to the following for their feedback and constructive criticism in helping to revise and edit the above rubric: Francie Quass-Berryman, Cerritos College; Laurel Gardner, Sierra College; Cynthia Kellogg, Woodland College; Susan Lucyga, Sierra College
# Writing Rubric for Students

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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong> (Controlling Idea)</td>
<td>Is my thesis is clear, well stated, and to the point?</td>
<td>Does my thesis represent sound and adequate understanding of the assigned topic?</td>
<td>Is my thesis weak, but it demonstrates some understanding of the assignment?</td>
<td>Does my thesis contain unfocused ideas with little or no sense of purpose or direction for the paper?</td>
<td>Is my thesis essentially missing?</td>
</tr>
<tr>
<td><strong>Support &amp; Development (Evidence)</strong></td>
<td>Are my main points well supported with specific evidence? Does my evidence show a depth of ideas? Do the ideas work well together?</td>
<td>Are my ideas supported with logical facts and examples? Are most of my ideas specific and many of the ideas work well together?</td>
<td>Is my support mostly sufficient, but some is not specific and is only loosely relevant to the main points?</td>
<td>Do I primarily have insufficient support that is often non-specific, and/or irrelevant?</td>
<td>Do I lack support for main points? Do I have frequent and illogical generalizations without support?</td>
</tr>
<tr>
<td><strong>Organization &amp; Paragraph Structure</strong></td>
<td>Is my organization appropriate to the assignment? Are my paragraphs well developed and appropriately divided? Are my ideas linked with smooth and logical transitions?</td>
<td>Is my organization competent with good paragraph development and structure with few limited or illogical transitions?</td>
<td>Is my paper partially organized around a thesis? Do some paragraphs relate to the thesis while others are stand-alones with weak or illogical transitions?</td>
<td>Are my paragraphs simple and, formulaic? Are there few transitions? Are some transitions illogical?</td>
<td>Is my organization confusing? Is my paragraph structure weak? Are my transitions missing? Are my transitions inappropriate and/or illogical?</td>
</tr>
<tr>
<td><strong>Audience &amp; Tone</strong></td>
<td>Is my paper appropriately written to the specific audience? Is the tone appropriate to the assignment?</td>
<td>Is my tone effective, with awareness of my general audience? Is my tone satisfactory?</td>
<td>Does some sense of my audience relate to the assignment purpose but doesn’t stay consistent? Does my tone vary?</td>
<td>Do I have an inconsistent sense of audience? Do I wildly vary my tone for a given assignment?</td>
<td>Do I have no sense of particular audience for the assignment? Is my tone inappropriate or inconsistent?</td>
</tr>
<tr>
<td><strong>Sentence Structure &amp; Mechanics</strong></td>
<td>Do I use well-chosen variety of sentence styles and length? Do I have very few punctuation, spelling, and capitalization errors?</td>
<td>Are my sentences varied? Do my sentences contain only occasional punctuation, spelling, and/or capitalization errors?</td>
<td>Do I have some repetition of sentence patterns? Do I show some errors in sentence construction? Does my paper contains several (mostly common) punctuation, spelling and/or capitalization errors?</td>
<td>Do my sentences show errors of structure? Little or no variety? Does my paper contain many errors of punctuation, spelling, and/or capitalization that often interfere with meaning?</td>
<td>Do I use simple or incomplete sentences frequently? Do I have frequent errors of sentence structure? Does my paper contain many and serious errors of punctuation, spelling, and/or capitalization? Do my errors severely interfere with meaning?</td>
</tr>
</tbody>
</table>

Adapted from St. Mary’s College—School of Extended Education (Melanie Booth, Learning Resource Program)
Appendix
Chapter 7
Effective Practices in English: Specialty Supplies

Appendix 1: Lotus used by Diane Orem, San Joaquin Delta College
Appendix 2: Instructional materials used by Katie Hearn, Chabot College
Appendix 3: Community Building Activities, Geneffa Jonker, Cabrillo College
Appendix 1
Lotus Planner Used by Diane Oren, San Joaquin Delta College

Read the chapter for a description of how to use this tool for brainstorming writing ideas.
Appendix 2

Katie Hern’s Instructional Materials

The following materials are from the spring 2007 developmental English class described by Katie Hearn. They reflect the process I used to guide students in engaging the first three chapters of the book Fast Food Nation:

1) Discussion Questions

Students posted responses to select questions on discussion boards on Blackboard (required but un-graded). They also responded to these questions in small-group and whole-class discussions during class.

2) Reading Comprehension Test

The tests encouraged students, first, to be accountable for doing the reading. Preparing for and taking the test encouraged them to read more carefully and become more agile at explaining and discussing its key ideas/issues. The test also gave students and me clear feedback about parts of the reading they didn’t understand, so that these issues could be clarified before students wrote their essays.

3) Synthesis Essay Assignment

While the earlier discussion questions covered smaller sections of the assigned text, essay questions were broader in scope to engage students in the higher-order synthesis thinking of essay writing. Students’ essays made clear the benefits of the kinds of discussions and activities described above. Even in weaker essays, students made connections to earlier discussions and test questions and integrated key ideas and information from the reading.

4) Assessment Rubric for Essay

Students used this rubric to give each other feedback during in-class peer reviews, and I used it when evaluating their final drafts.

This process was repeated in four different units that semester, covering almost every chapter of Fast Food Nation and several chapters of the book The Wal-Mart Effect.
Discussion Questions -- *Fast Food Nation*, Chapter 3 (Beginning to page 75)

1.) We’ve talked in class about how Schlosser uses his introductions to each chapter to paint a picture that is relevant to the topic of the chapter. Sometimes, at the end of these sections, he also gives a sort of thesis statement summing up the main point of the chapter.

However, in chapter 3, the relevance of the opening section is less direct that in chapter 2, and Schlosser doesn't really give a thesis for the chapter. The photo and title for chapter 3 let you know what the chapter will be about -- how the fast food industry treats its employees. Given that his focus in this chapter is on the treatment of employees, why does Schlosser begin with an extended description of the city of Colorado Springs?

2.) Schlosser discusses several factors that led to the growth of Colorado Springs. What are they? What role does he say that the fast food industry has played in the growth of this city?

3.) Why does Schlosser say that teenagers are “the perfect candidates” for fast food jobs (68)?

4.) Explain what Schlosser means by the term "throughput" (68-70).

5.) In your own words, explain what Schlosser means when he says, “the stance of the fast food industry on issues involving employee training, the minimum wage, labor unions, and overtime pay strongly suggests that its motives for hiring the young, the poor, and the handicapped are hardly altruistic” (71).

6.) Why is Schlosser critical of the fast food industry's goal of designing the work so that it would require "zero training" of employees (72)?

7.) Why does Schlosser include the information about the fast food industry accepting “hundreds of millions of dollars in government subsidies for ‘training’ their workers” (72)?

8.) Schlosser writes that “Roughly 90 percent of the nation’s fast food workers are paid an hourly wage, provided no benefits, and scheduled to work only as needed” (74). He also writes, “The fast food industry pays the minimum wage to a higher proportion of its workers than any other American industry” (73). If more and more jobs like this are being created, what consequences do you see for our society?

9.) What is "stroking"? Schlosser is critical of this practice -- why?

Discussion Questions -- *Fast Food Nation*, Chapter 3 (Page 75 to end of chapter)

7.) Schlosser describes a number of tactics the fast food industry uses to make sure that their workers don't form unions. Summarize these tactics so that someone not in our class could understand you.

8.) Write a one-paragraph summary of Schlosser's main point in the section “Protecting Youth.”

9.) Joseph Kinney, the president of the National Safe Workplace Institute, tells Schlosser that, “No other American industry is robbed so frequently by its own employees” as the fast food industry (86).
Look over the rest of this section to see how Schlosser explains why there are so many “inside job” robberies.

10.) What is Schlosser's attitude/tone toward the conference he describes in the section “making it fun”?

Reading Test #1  Fast Food Nation  Chapters 1 & 2
Dr. Hern  English 101A  Spring 2007

Name: ______________________________________________

Open Book, Open Notes, Closed Neighbor

If you need more room, continue your answers on the back

1) Author Eric Schlosser uses Carl Karcher’s story as a metaphor for the story of the fast food industry – how it started and how it changed over time. Explain how Carl’s story is a metaphor for this.

2) Explain how the McDonalds brothers revolutionized the restaurant industry. Be sure to include specific details from Chapter 1 and don’t use exact quotes – I want to see you explain it in your own words.

3) How were Ray Kroc and Walt Disney similar politically? In your answer, be sure to discuss how Disney treated workers who wanted to join a union, and Ray Kroc’s effort to lower the minimum wage for young workers (36-37).

4) Schlosser writes that Disney was one of the first business people to use a marketing strategy called "synergy" (40). Imagine you are explaining synergy to someone not in our class – in your own words, explain how McDonalds uses synergy and then, come up with your own examples of synergy from the entertainment industry today.

5) Use details from chapter 2 to make one strong point supporting fast food and soda marketing in public schools. Then, use details from chapter 2 to make one strong point against allowing fast food and soda companies to market in public schools.
The Big Picture: What I’m Looking For:
The main thing I want you to do in this essay is use important ideas and information from Fast Food Nation to develop your own answer to a question below. The essay should be a balance of material from the book and your own critical voice/commentary. It shouldn’t be only your opinion, and it shouldn’t be only a bunch of facts and quotes from the book.

Questions:
Choose one, or combine more than one

1. Eric Schlosser says, “I’ve written this book out of a belief that people should know what lies beneath the shiny, happy surface of every fast food transaction. They should know what really lurks beneath those sesame-seed buns” (10).

   Use specific ideas and information from the first three chapters to explore this idea. What does “lurk” beneath the surface of the fast food industry? And do you agree with Schlosser that people should know about these things? Why/Why not?

2. Schlosser writes that fast food is both something we buy and a “metaphor” for America today. Use specific ideas and information from the first three chapters to explore this idea. What does the growth of fast food symbolize/reveal about American culture?

3. Schlosser is critical of the kinds of marketing being directed at kids by fast food and other companies. Do you agree that this marketing unfairly exploits children? Do you think the U.S. should pass laws limiting it? Why/why not? (Make sure you include specific ideas and information from chapter 2 in your discussion.)

4. Schlosser is critical of the ways the fast food industry treats its workers. Do you agree with his criticism? Why/why not? (Make sure you include specific ideas and information from chapter 3 in your discussion.)

5. In Fast Food Nation, Ray Kroc describes the fast food business like this: “rat eat rat, dog eat dog. I’ll kill ‘em, and I’m going to kill ‘em before they kill me. It’s survival of the fittest” (37). Use specific ideas and information from the first three chapters to explore this idea. How do you see this “dog eat dog” attitude in what you’ve learned so far about the fast food industry?
The Details: What I’m Looking For

- **Deep and accurate understanding of the book**
  The paper should show me that you have carefully read and understood the book. I’m not looking for an opinion you could have come up with before even taking this class, or for you to plug in a couple quotes that make it look like you read the book. I want to see that Schlosser’s ideas and information have made their way into your brain and informed your own thoughts on the topic.

- **A clear and specific main idea**
  In your own voice, I want you to answer the question you chose. This should be the main idea, or thesis, that ties together your whole essay, and you should give it somewhere in the first one or two paragraphs.

- **A paper that someone NOT in our class could pick up and understand**
  When discussing something from the book, be sure to explain it fully and clearly enough that someone who hasn’t read the book could follow you. Including specific details and well-chosen quotes helps a lot.

- **A well-organized essay**
  (I’ll give you more details on what I mean by this…)

- **Proper use of quotes**
  If you include Schlosser’s exact words in your paper, you need to be careful to let your readers know by placing those words inside “quotation marks.”

- **Sentences that are as clear and error-free as possible**
  Take the time to proofread your paper and polish it up. Readers take your ideas more seriously when you do.

- **At least 3 complete pages, typed, 12 point font, double-spaced, with regular-sized margins**
  (1.25 inch on each side).
Paper #1: Fast Food Nation, Chapters 1-3

Dr. Hern       English 101A       Chabot College       Spring 07

Writer’s Name: _________________   Reviewer’s Name: ________________

Check the box that you think is appropriate

Assignment Requirement

Critical Thinking
The writer should…
Show a good understanding of key ideas/information from book.
Use her/his own critical voice to comment on material from book.
Offer her/his own answer to the assignment question(s).
Sum up the paper with a clear thesis statement in the first couple paragraphs.
Provide specific examples, details, information, quotes.
Explain ideas/information fully enough for readers not in our class to follow.

Organization
The writer should…
Present ideas in an order that makes sense to readers.
Open with an intro that engages readers and conveys overall focus of paper.
Make sure each paragraph has a clear central focus.
Make sure each paragraph is a reasonable length (usually 1/3 to 2/3 of a page).
Use clear transitions to connect ideas and make the paper “flow.”
End with a conclusion that completes the discussion.

Mechanics
The writer should…
Proofread carefully so that sentences are clear, concise, and free of errors.
Use “quotation marks” when including an author’s exact words.
Produce at least 3 full pages -- double-spaced, 12-point font, 1.25” margins,
no extra spaces between paragraphs.

Comments:
Now write a note to the writer about your overall sense of the draft. Make sure you discuss what you think is strong, as well as specific issues you think might be improved during revision.

Appendix 3: Community Building Activities
Geneffa Jonker

English 255 / Reading 255      Cabrillo College

Sharing Our Gifts

Our next activity as a Learning Community will give us an opportunity to learn more about “things that matter” to ourselves and each other. You have just read “The Gift” by Michelle Serros from *Chicana Falsa* in your reading class. Now you will go on to write about a significant gift of your own that you will bring in to share at our community gathering (see syllabus for date).

Think about the material things that you treasure. We often hear that it is foolish to covet material things because they are just objects; nonetheless, some objects (like Serros’ desk) may be highly significant because of the special meaning they have for us. Gifts, more than any other objects, whether they are gifts from people we love or gifts that we give ourselves, can have deep sentimental value.

Think about a gift that holds a lot of meaning in your life. Try not to think about human gifts (like your children), or abstract gifts (like education). Focus on an object that has symbolic meaning because it represents more than just an object. It might remind you of the person who gave it to you or a loved one who has since passed on. It might symbolize a particular triumph in your life—an obstacle you overcame, or it could simply evoke pleasant memories. You will be asked to bring your gift (or a picture of it) to our community gathering where we will each display and talk about our gift.

Write an essay about a gift that you received, or that you gave yourself, which holds special meaning. You may use Michele Serros’ personal essay as a model for your own. You may want to address the following questions in your essay.

1. What is the story behind how you acquired this gift? Who gave it to you?
2. Has your relationship to this gift changed over time? Does it mean more or less to you now than when you first received it?
3. Is this gift a legacy? Do you plan to pass it down to your children or keep it in your family in some way?

Your essay is due at our next community gathering. At that time, you will share your gift with the class by displaying it (or a picture of it) and telling us about its significance to you. Do not plan to read from your paper. Think of this presentation as a conversation among friends.

We look forward to seeing your gifts and learning your stories!
Chapter 8

Effective Practices in ESL: Specialty Supplies

Primary Author
Anniqua Rana, Canada College (Faculty)

With thanks for contributions from:
Jenny Castello, Cañada College (Faculty)
Linda Choi, De Anza College (Faculty)
Jenny Simon, El Camino College (Faculty)
Chapter 8

Effective Practices in ESL: Specialty Supplies

Introduction

The building that houses a basic skills student’s academic dreams cannot be built if they cannot speak or write in the academic language of the country in which the building stands. This chapter is written for the hardworking ESL faculty who are looking for specific strategies and practices to better help their students construct this building. It is also written for faculty in other disciplines who are searching for methods to assist ESL students in their courses. You can rest assured that all the practices listed have found to be effective by various faculty across the state. But we always need new strategies. If something you’ve done or discovered is not mentioned, please enter it on the ASCCC web site http://www.surveymonkey.com/s.aspx?sm=WHXjfzLZplh3JVm0zMUBKw_3d_3d

Some Facts and Figures

On the first day of class, an ESL faculty member knows that he or she will be stepping into a classroom filled with students who speak different languages and who have different learning needs. Some have advanced degrees acquired in other countries, but must start all over again to learn the academic English of this nation. Others have been unable to receive advanced education in either this country or their country of origin. Still others have lived in the United States, but exhibit some of the characteristics of both first and second generation immigrants, sometimes called Generation 1.5. More information about the ESL students served in the community colleges in California is provided in Report Adult ESL and the Community College (Crandall and Sheppard, 2004) http://www.caalusa.org/eslreport.pdf

How well are we serving these students?
Acquiring a Second Language

For details of ESL students at the 109 California community colleges, please access the website above. The Accountability Reporting for the Community Colleges (ARCC) data is a compilation of data regarding college performance from the 109 California community colleges.

Before we discuss how to improve these numbers and share strategies that work best to serve ESL students, it may be helpful to review a bit of research on language acquisition. We need to appreciate the complexity of the task that ESL students have undertaken when they come to us to learn academic English and build their house of dreams.

Let’s begin by looking at a few factors that ESL faculty have identified as important factors in promoting acquisition. Some of these we can address. Others we cannot.¹

FACTORS PROMOTING ACQUISITION OF A SECOND LANGUAGE

* Young age (0-14 years)
* Opportunities for interaction in English
* Literacy in the first language
* Several years of education in the first language
* Language instruction in English
* Feedback and instruction on errors
* Content instruction that contributes to language development
* Employment in an English-speaking environment
* Willingness to experiment and takes risks in using English

The components involved in language acquisition—socio-cultural, linguistic, academic, and cognitive processes—are interdependent and complex. Research shows that

...cognitive and academic development in the first language has an extremely important and positive effect on second language schooling (e.g. Bialystok, 1991; Collier, 1987, 1992b; Garcia, 1994; Genesee, 1987, 1994; Thomas & Collier, 1995). Academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language will all transfer to the second language. As students expand their vocabulary and their oral and written communication skills in the second language, they can increasingly demonstrate their knowledge base developed in the first language.

Furthermore, some studies indicate that if students do not reach a certain threshold in their first language, including literacy, they may experience cognitive difficulties in the second language (Collier, 1987; Collier & Thomas, 1989; Cummins, 1981, 1991; Thomas & Collier, 1995).

Language Acquisition for School

(Copyright, Virginia P. Collier, 1994.)

http://www.ncela.gwu.edu/pubs/directions/04.htm

Research shows that it takes five to seven years to acquire academic proficiency in a second language. This kind of proficiency enables the learner to process information at a higher level of critical thinking, including finding relationships, making inferences, and drawing conclusions. As the diagram above indicates, language acquisition for school involves a combination of interdependent factors that must all be addressed to ensure student success.

A special subgroup of English language learners is known as Generation 1.5. In the literature, a student is generation 1.5 if he or she arrived in the U.S. as a pre-teen school-age child (Oropesa and Landale, 1997). This is a critical age in language and academic development, and these students have not acquired full literacy in their first language, which leads to special difficulties in acquiring English as their second language. A particular problem for these students is that they have been exposed primarily to conversational language (for basic communication), and that is the kind of language the student, in turn, produces. For many of the ESL students, and generation 1.5 students in particular,
entering community colleges, the greatest challenge is to process and produce language at a higher level of critical thinking which will allow them to succeed in college-level work.²

An increasing number of U.S. high school graduates enter college while still in the process of learning English. Referred to as generation 1.5 students because they share characteristics of both first- and second-generation immigrants (Rumbaut & Ima, 1988), they do not fit into any of the traditional categories of nonnative English speakers enrolled in college writing courses, nor have they been the focus of much research on students learning to write in English as a second language (Harklau, Losey, & Siegal, 1999). Familiar with U.S. culture and schooling, generation 1.5 students have different learning needs from other English language learners, such as immigrants with limited English proficiency and international students who travel to the United States for the express purpose of earning an American college degree.

It takes many years for literacy in a second language to develop fully. To be successful in college, generation 1.5 students may need to unlearn previous practices and learn new ways of approaching writing. To do this, they need access to instruction that recognizes that they are different from other English language learners. This instruction needs to make room for their diverse backgrounds and strengths and prepare them for life outside the classroom.

http://www.cal.org/resources/Digest/0305harklau.html

Important Facts about Generation 1.5 Language Learners

<table>
<thead>
<tr>
<th>Language Acquisition</th>
<th>Acquired through informal interaction with friends, family, classmates and coworkers, English dominant siblings and radio and TV</th>
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</thead>
<tbody>
<tr>
<td>Oral/aural dominant</td>
<td>May not notice grammatical features; may use incorrect verb and word forms, confuse count and non count nouns, plurals, articles and prepositions (e.g. don’t see the difference between “confident” vs. “confidence”)</td>
</tr>
<tr>
<td>Use of Meta language</td>
<td>Generally lack language for grammatical terms to understand grammar errors (when teachers talk about a progressive verbs or gerunds, they look blank).</td>
</tr>
<tr>
<td>In Speech and Writing</td>
<td>Rely heavily on context – use body language, intonation, facial expressions to make themselves understood. Writing is difficult because they lack these clues. When proofreading, can’t identify mistakes.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Highly proficient, but face difficulty in academic writing that demands a high level of grammatical accuracy.</td>
</tr>
</tbody>
</table>

As stated earlier, all faculty in the community colleges are dealing with Generation 1.5 students, plus other ESL students with more specific needs. What is it that we expect of them when they leave ESL and move on to other courses?

**California Pathways Standards**

The CATESOL organization (California Teachers to Speakers of Other Languages) have defined proficiency statements for speaking, reading, writing, listening which are available at [http://www.catesol.org/pathways.pdf](http://www.catesol.org/pathways.pdf). In addition, they have sample student artifacts and rubrics for assessing ESL proficiency attached to a curriculum model. The appendix includes a complete set of effective practices for the students from outreach and admissions through classroom practices. These are must see resources!

Here are some strategies that you can use to help students achieve these targets. Many of these strategies provided by community college faculty are helpful for all students, though they have been shown to help ESL students achieve better success.

**Getting to Know your Students**

The multicultural classroom creates the challenge of providing effective strategies and learning environments to meet the needs of all students. To best meet their needs, it is important to have some knowledge of their academic and linguistic backgrounds.

Gathering this information early in the semester can make it much easier for teachers to prepare and adjust lesson plans according to the students’ needs. The form, *Getting to Know Your Students*, included in the appendix has been used to gather information about students. The level of education in the primary language has proven to be the most helpful guide for instructors regarding the academic needs of the student.

**Preparing your ESL Students for College Success**

Here are three strategies that can help your students to achieve better success. The appendix to this chapter contains example forms. These methods have been used at Cañada College. Research and data collection on these strategies is still in progress.

**Time Management and Weekly Study Schedule** *(Time Management Form in appendix)*

Juggling responsibilities at home and at work, and making sure that homework assignments are completed, students need to be reminded of the level of commitment required when they have registered for a college-level class. Reminding them at the beginning of the semester, when they have a high motivational level, that they have to make time in their busy schedules to complete their homework helps them to be prepared for the commitment they have made. See the *Weekly Schedule Template* in the appendix.

**Course Information Quiz (in appendix)**

Students need to be aware of their responsibilities as learners. For ESL students, as for other college students, the first week of classes can be intimidating as well as exciting. To make sure that they have a clear understanding of the instructor’s expectations, which should be stated clearly in the
course syllabus, it has been shown to be effective if the students engage with it. One way to do this is to offer a quiz on the syllabus on the first or second day of class. Later presenting the notes taken by the students reinforces the language needed to be successful and creates an authentic situation for Second Language Learners to produce language in context.

**Midterm Grade Report (in appendix)**
Creating a culture of personal assessment and reinforcing students’ learning awareness is integral to the meta-cognition and meta-linguistic awareness that helps students to acquire a second language and succeed in college. Following up the initial time management tool with a mid-term awareness report keeps students on the track to success.

You can assess each of these methods by doing these activities more than once during the semester and comparing the results. Have your students developed better time management or a better understanding of the course requirements? If not, what can you do to help them maintain this awareness throughout the course of the semester?

**Reading**

Chapter Ten details reading strategies, such as schema building, scaffolding SQ3R and KWL. These, like other study skills strategies, are effective for all students including ESL students. Vocabulary building is another way of teaching students of varying academic backgrounds.

**Building Vocabulary**
Because community college students come from a range of educational backgrounds, at times lacking prior knowledge needed to succeed in college, vocabulary building is one way to improve reading, writing and speaking skills.

- Students can create study cards listing a new word that they have encountered and then write the different forms of the word helping them to become familiar with the suffixes in English that are used in different parts of speech. For example nouns ending in -ment, -tion, -ance and so on. By studying one word and the words that relate to it, students are increasing their vocabulary exponentially.

  | Attention (n) |
  | Attend (v) |
  | Attended (v) |
  | Attendee (n) |
  | Attendance (n) |

- Another effective way to get students to engage with the vocabulary in a text is to ask them to work in a group and identify five to eight words that might be new to them and then ask them to write a few sentences about these words and maybe even draw pictures related to them after looking up the words in a dictionary. Then, the groups present this information to the entire class (or another group), explaining why they chose those specific words and their pictorial and written responses.
Explaining academic vocabulary within the assignment also reinforces the reading skill of guessing meaning from context rather than looking up each word in the dictionary which, apart from being time consuming, can also be misleading at times.

- The Second Language Reading Proficiency Descriptors adapted from the California Pathways listed in the appendix are another way to help facilitate reading progress for ESL students. Many colleges offer multi-level ESL reading classes, and as the Basic Skills as a Foundation for Student Success in California Community Colleges Report shows, student placement in the correct level leads to student success in the class. If teachers are able to identify the reading level of their students, providing assignments and rubrics appropriate to that level helps students to transition from one level to the next.

Writing

Learning to write is similar to learning a foreign language. The process of acquiring the skills needed to write effectively is similar to the process of acquiring a second language as an adult. Unlike first language acquisition, both writing and a second language acquisition as an adult require a metacognition. To help students in this process of metacognition and assessing student writing can become more productive if the writing descriptors are clearly stated and understood.

Similar to the Second Language Reading Proficiency Descriptors, the Second Language Writing Proficiency Descriptors listed in the appendix can help writing teachers to facilitate learning at the appropriate level. These descriptors can be used to create rubrics that are one way of guiding students through the writing and editing process. Such rubrics can also be used to assess both the teaching as well as the learning of writing. Examples of rubrics can include detailed descriptors as listed in the Personal Statement Self-Editing Form included in the appendix.

The descriptors should be assessed regularly to ensure faculty expectations and student performance are related. The assessment might be through student journals, student teacher conferences or faculty discussions. Faculty read the student work together and score it using a common rubric. The real value of these assessment activities is that they require faculty to dialogue with each other about students’ needs and issues in their classes, looking at actual student artifacts, such as papers, reports or journals. Faculty who have engaged in this process often rate it as a refreshing change from department meetings where the budget crisis or the faulty copier are the main topics of conversation. Instead, they have a meeting entirely focused on student work, on learning and teaching. As an example, the ESL faculty at El Camino College, led by Jenny Simon, engaged in such an assessment. Here the faculty not only assessed student writing, but used the process as a way to revise the rubric, making it more useful and drawing the faculty together to “be on the same page,” in how they rate student work.

1. Rubric should be expanded to include "voice".
2. Rubric should be expanded to include a larger scale (four or five).
3. More uniform instructions given to faculty running the assessment (pre-writing discussion parameters; whether as a one-step or two-step process—summary first and then response or summary/response written in same time period).
4. Scoring doesn't have to take place simultaneously but each scorer given a scoring task to complete in a defined time frame and then meet to discuss papers already scored.
5. Better tracking of multiply scored papers. Each paper should be read twice and scores averaged for each paper.

Listening and Speaking

Scaffolding assignments help students to follow directions (see Appendix for example of scaffolded assignment). When you give specific written and oral directions, you reinforce the information and provide the academic language required in other college-level classes, which might not be presented explicitly to students. Writing out the directions and giving them an example models the kind of language production expected by the instructor. Providing specific guidelines also gives the students the opportunity to assess their own progress and become responsible for their own learning. For example, at a beginning-intermediate level of a listening/speaking class, students can be given a rubric to rate other students’ presentations as listed below:
Speaker Evaluation Form

Name________________
Beginning Listening/Speaking

Circle the number that shows your evaluation of the speaker in these areas.

<table>
<thead>
<tr>
<th>1= Very good</th>
<th>2= Good</th>
<th>3= Needs improvement</th>
</tr>
</thead>
</table>

Name of the speaker:_____________________________________________

1. Did the speaker speak slowly? 1 2 3
2. Did the speaker speak clearly? 1 2 3
3. Did the speaker make eye contact? 1 2 3
4. Did the speaker stand up straight? ! 2 3
5. Did the speaker talk (not read)? 1 2 3
6. Did the speaker smile and enjoy presenting? 1 2 3

Additional comments:_______________________________________________
________________________________________________________________

Providing a rubric to students and listing the expectations for each presentation allows the students to focus on specific areas that they need to improve throughout the semester. The Speaker Evaluation Form listed in the appendix and other similar scaffolded documents create a guided checklist for students to evaluate the presentations of their peers and to focus on their own speaking and presentation skills.

Providing students with guidelines for their assignments promotes engaged and focused learning, which can help them prepare to transition to more advanced college courses.

Appendix
Chapter 8 Effective Practices in ESL: Specialty Supplies

Appendix 1: Getting to Know Your Students
Appendix 2: Time Management
Appendix 3: Weekly Schedule Template
Appendix 4: Course Information Quiz
Appendix 5: Midterm Grade Report
Appendix 6: Book Report Presentation
Appendix 7: Directions for the Book Report Form
Appendix 8: Scaffolded Assignment
Appendix 9: Presentation Evaluation
Appendix 10: Personal Statement Self-Editing Form
Appendix 11: Personal Statement Essay
Appendix 12: Writing Descriptors for ESL Courses
Appendix 13: Second Language Reading Proficiency Descriptors (Table Format)
Appendix 1
Getting to Know Your Students

1. Country of origin ____________________________ Number of years in the U.S. __
2. Number of years studying English in school ____________________________
3. Language(s) spoken ____________________________
4. Other courses being taken this semester ____________________________
5. Are you planning to earn an AA/AS degree at Cañada? Yes No Don’t know
6. Are you planning to transfer to a 4-year university? Yes No Don’t know
7. Educational Background:
8. Primary and Secondary Education:

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<th>Check (✓) if completed</th>
<th>Country</th>
<th>Language of Instruction</th>
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<tr>
<td>2nd grade</td>
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<td>4th grade</td>
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<td>6th grade</td>
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<tr>
<td>12th grade</td>
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9. College/University

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<th>College or University, Country</th>
<th>Major</th>
<th>Language of Instruction</th>
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<tr>
<td>Bachelor’s Degree</td>
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<td>(4 years)</td>
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<tr>
<td>Master’s</td>
<td>(2 years of graduate studies)</td>
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<tr>
<td>Ph.D.</td>
<td>(5-7 years of graduate studies)</td>
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</tbody>
</table>
Appendix 2
Time Management

Intermediate Reading
Name

FILL IN THIS CHART. THEN ANSWER THE QUESTION BELOW.
1 hour in class = 2 hours of study out of class

<table>
<thead>
<tr>
<th>COURSES YOU ARE TAKING NOW</th>
<th>GRADES YOU WANT TO EARN</th>
<th>NUMBER OF UNITS</th>
<th>HOURS YOU NEED TO STUDY (units X 2)</th>
<th>WHERE IN YOUR TIME SCHEDULE</th>
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<tbody>
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WHAT HAVE YOU LEARNED ABOUT YOUR TIME MANAGEMENT FROM THIS EXERCISE? USE COMPLETE SENTENCES IN PARAGRAPH FORM.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Chapter 8
<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
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<th>Tuesday</th>
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</table>
Appendix 4
Course Information Quiz

Beginning Speaking/Listening
Introduce yourself to a partner. Learn your partner’s name. Write your name and your partner’s name below.

__________________________________________________________________
__________________________________________________________________

Read the questions and find the answers together. Use the Course Information sheet to find the answers. Write your answers below the questions.

1. What is the CRN# for this course?

2. How can you contact the instructor?

3. What is the name of the textbook for this class?

4. When is the Final Exam for this class?

5. If you are absent, what should you do?

6. If you are absent more than four times, what will happen?

7. Will there be homework in this class?

8. What will happen if you turn in the homework late?

9. What can you do in the Learning Center for this class?

10. When will there be tests in this class?

11. Can you make up a test if you are absent on the day of the test?

12. What is Academic Integrity?

13. What is your final grade based on?
14. Can you use your cell phone in the classroom?

15. Can you read other materials during class time?

16. How many holidays do we have in the Spring semester?

17. When should you ask questions in this class?

18. What are three things that you can do to be successful in this class?

19. If you want more help, can you get a tutor to help you?

20. Do you think that you will like this class?

21. What questions do you have for the instructor?
Appendix 5
Midterm Grade Report

Name:____________________________ _

Class:____________________________

Midterm Grade:_________________________________________ _

Comments
You are on Early Alert because you are not passing_____________________________________

Your absences are affecting your grade._____________________________________

You should get a tutor.___________________________________________________

You are passing.________________________________________________________

Your assignments are listed on the back with all the points that you have earned so far this
semester. Check this information carefully and make sure that it is correct. If you have any
questions about the assignments or points, please ask me.

Response to Your Midterm Grade

In order to evaluate your progress, ask yourself the following questions:
  • Do I attend every class?
  • Do I arrive on time?
  • Do I pay attention in class?
  • Do I take notes?
  • Do I turn in all assignments on time?
  • Do I review the material after class?
  • Do I prepare enough for the tests?
  • Do I ask questions when I need to in class?
  • Do I ask for help when I need it?

If you are satisfied, how are you going to maintain your progress and your grade?

If you are not satisfied, how are you going to improve your progress and your grade?
Write a response to your Midterm Grade, and make a plan for the rest of the semester.
Appendix 6
Book Report Presentation

Beginning Speaking/Listening

Name__________________

Complete this form about the book you are reading for your Book Report Presentation.

Title:________________________

Author:________________________

Number of pages:________________________

Fiction or Nonfiction:________________________

Summary:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Response:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Appendix 7
Directions for the Book Report Form

ESL 831 AA Beginning Speaking/Listening

If you are not sure about any of these parts of your Book Report, please ask me.

Title: Write the title of the book you are reading. The first letter of each important word in a book title is capitalized, and the titles of books must be underlined. Be sure that you write the title correctly.

Author: Write the name of the person who wrote the book. Sometimes there are two or more names. Write all the names.

Number of pages: Write the number of pages in the book.

Fiction or Nonfiction: Identify if the book is fiction or nonfiction. Fiction means books and stories about imaginary people and events. Nonfiction means books and articles about real people, facts, and events, not imagined ones.

Summary: This summary is a paragraph about the main ideas of the book that you have read. You cannot include all of the ideas, so you have to decide which ideas are the most important in order to tell your classmates about the book. Be sure that you tell the main idea of the book from the beginning to the middle to the end. Do not tell your classmates about only the beginning. A summary includes the beginning, middle and end of the book, so you have to finish the book before you can write the summary.

Response: This response is a paragraph about your opinion about the book that you have read. What did you like about the book? What didn’t you like about the book? Did you enjoy the book? If you did, why did you enjoy it? If you didn’t enjoy the book, why didn’t you enjoy it? Would you recommend this book to your classmates? Did you learn anything from this book? If you did, what did you learn? Do you want to read another book about this topic? If you do, why do you want to read another book about this topic? If you don’t, why don’t you want to read another book about this topic?
Name:______________________________

Your presentation will be graded for the following (15 points):

• Is it interesting?
• Do you speak clearly?
• Have you created transitions from one point to the next?

For your own presentation, answer the following questions

1. What do you think you did really well in your presentation?

2. How can you improve on your presentation?

From the other presentations, choose one that you think is done well and explain why you chose it.
Essay #4 Assignment – Non-verbal Communication
Advanced Writing

Topic – What are some differences in non-verbal communication between the U.S. and your culture? Organize the ideas according to types of non-verbal communication, give examples of each and whenever possible, explain the cultural value(s) expressed through the non-verbal language. In other words, do not simply list the differences but analyze the meaning and/or reason behind them.

Step 1
Take a few days to observe Americans’ non-verbal communication by watching their interaction in real life, on TV or in movies and take notes. Be sure to note their relationship, context, age and gender. Also, remember that what you see in the media is usually a bit exaggerated than real life. Then compare their non-verbal communication with that from your own culture. What are some of the differences, and what may be the reasons (e.g. cultural values) underlying these differences?

Step 2
Using your notes from your observations as well as the discussion on “Where Do We Stand?” and the class discussion, make an outline:

I. Introduction
   A. Summary of the article “Where Do We Stand?” (main points)
   B. Thesis Statement (must be a complete sentence)

II. Body
   A. One type of non-verbal communication
      1. U.S.
      2. Your culture
   B. Second type of non-verbal communication
      1. U.S.
      2. Your culture
   C. Third type of non-verbal communication
      1. U.S.
      2. Your culture

III. Conclusion
   A. Summary
   B. Final Comment

Step 3
E-mail the outline to me (choilinda@deanza.edu) by 6:00pm Monday, March 3. Any outline sent later will lose points. I will comment on your outline and e-mail it back to you by 5:00pm the next day. The outline may NOT CONTAIN ANY COMPLETE SENTENCES except for the thesis statement, and it should not be longer than one page in order for you to be able to use it during the in-class writing.

Step 4
Revise your outline as necessary.

Step 5
Bring a large BLUE BOOK to class on Wednesday, March 5. You will not be allowed to use your own paper for the in-class essay.

Step 6
Write the essay in class on Monday, March 9.
Appendix 9
Presentation Evaluation

ESL ESSAY GRADING SHEET – NON-VERBAL COMMUNICATION

NAME____________________________________________  Total_________/25 = __________%
Grade_____________

Content______/10

___Main idea is clear and consistent throughout the essay
___The reading is effectively summarized in the introduction
___The differences in non-verbal communication are logically and clearly explained
___Ideas are developed with specific, relevant and sufficient details and examples
___Ideas demonstrate critical thinking

Organization______/5

___Thesis clearly states the main idea in the introduction
___Introduction effectively leads to the thesis
___Main idea is restated in the conclusion
___Conclusion contains an insightful final comment
___Each topic sentence clearly states the difference in non-verbal communication
___Sentences are logically and clearly connected
___Paragraphs are logically and clearly connected

Language______/10

___Vocabulary/expressions are appropriate
___Vocabulary is academic and sophisticated
___Sentence structures are appropriate
___Sentence structures are complex and varied
___Comparison/contrast words are correct and varied.
___Generally correct spelling
___Generally correct punctuation
___Generally correct grammar

***************************************************

COMMENTS:

This paper has noticeable problems with:
___verb tense/form
___s/v agreement
___articles
___plural nouns
___prepositions
___word form (parts of speech)
___word choice (vocabulary)
Appendix 10
Personal Statement Self-Editing Form

Advanced Writing

Background Information/Introduction
_____ My personal statement begins with some type of hook.
_____ I have identified where I started and where I am now in the English Institute.
_____ I have included some background information about myself.

Academic/Career Goals
_____ I have identified my academic goals specifically.
_____ I have given specific details about my academic goals.
_____ I have identified my career goals specifically.
_____ I have given specific details about my career goals.

Extracurricular Activities
_____ I have given specific details about my extracurricular activities.

Awards and Honors
_____ I have given specific details about my awards.
_____ I have given specific details about my honors.

Special Circumstances
_____ I have given specific details about my special circumstances.

Conclusion
_____ I have summarized the information in my personal statement.
_____ I have thanked the committee for reading my application.
Appendix 11
Personal Statement Essay

Advanced Writing

**Background Information/Introduction**
- Identify what level you started in and where you are now in the English Institute.
- Put some background information about yourself.

**Academic/Career Goals**
- Identify your academic goals specifically.
- Give specific details about your academic goals.
- Identify your career goals specifically.
- Give specific details about your career goals.

**Extracurricular Activities**
- Give specific details about your extracurricular activities.

**Awards and Honors**
- Give specific details about your awards.
- Give specific details about your honors.

**Special Circumstances**
- Give specific details about your special circumstances.

**Conclusion**
- Summarize the information in your personal statement.
- Thank the committee for reading your application.
Appendix 12
Writing Descriptors for ESL Courses

Students’ writing should reflect most of the criteria from the appropriate level.

Prep

Writing Samples:
1. I like to go in The park with my family Togethers, end I like play with my broTher and sisTer. in The park is very nice because I see The planT and my broTher liTle playing. end Too see my faThers very joy. my oTher favoriTe place is in my work because I like working. end Too speak wiTh my bos, for Lerned InglisH Thiese is my place favorite.

2. I have one broter, and He place foth-bol. soukers and my only see He. maybi nex weeken I’m place to be He. My sister shi layketh place to be He and mi to.

Beginning

Content
1. Write sentences based on retelling a story, pictures, or videos, or narrate a personal experience or an experience that they know about.
2. Write questions and answers based on a series of pictures, a video sequence, or a reading.
3. Write directions, such as how to prepare a food dish, how to get from one place to another, how to change a flat tire, etc.

Organization
1. Write in a unified manner and in a logical way on one topic. Be able to hold to their theme.
2. Limited use of transition words where appropriate, e.g. sequencing adverbs such as first, second, then, after that, finally, etc.
3. Correct use of time and frequency expressions where appropriate, e.g. last week, every Saturday morning, always, usually, never.

Language
1. Simple and compound sentences with and and but as well as complex sentences with when, after, because, and if.
2. Transformation of the above sentence types into both yes-no and wh-questions and into negative sentences.
3. Correct use of basic tenses, imperatives, and modals.
4. Reasonably correct spelling, capitalization, and punctuation, including some use of commas and apostrophes with contractions and possessive nouns.
5. Appropriate use of basic vocabulary described in the course objectives.
6. Occasional use of directly translated language.

Writing Samples:
1. My favorite place is the Beach. I like see the sea blue, the birds flaying in the sky, the sun hoting my skin. The beach is a place very nice for me.

2. My name is Jose I came from Mexico last year I am Married my wife is Blanca. We have two children we go some times at the bech. I like play baseball I play center filder. In UEA no play baseball only soccer.

**Intermediate**

**Content**
1. Able to address the topic.
2. Most ideas are relevant to the main idea.
3. Sentences are well connected

**Organization**
1. Ideas are logically sequenced and flow together.
2. Use coordinating and subordinating signals.

**Language**
1. Write simple and compound sentences
2. Recognize subject-verb agreement.
3. Be familiar with basic rules of punctuation, such as indentation, commas, periods, capitals and exclamation marks.
4. Use simple but appropriate vocabulary

**Writing Sample:**
My favorite place its to be with my famly, went we go to vacations, I remember went we went to cancum. Mexico we hve a lats of fun time, I went with my wife I wit my thaoter and with my son. They told mi that they hafe a good time to. Of course I field very good. One other favorite place for me is my job because I work in trees, I clim smoll and toll trees, end I like wen, be very hig, end I kan se the city, that set

**Intermediate High**

**Content**
1. Focus on a specific topic suitable for a paragraph.
2. Differentiate between relevant and irrelevant material for a paragraph.
3. Generate ideas by brainstorming, clustering, and freewriting.

**Organization**
1. Write a paragraph with a topic sentence, concluding sentence and at least three supporting sentences with transitions, illustrations and examples.
2. Write a descriptive paragraph with spatial order, narrative and process paragraphs with chronological order, and expository paragraph with appropriate transitions.
3. Write an outline for a paragraph.
4. Recognize parts of an essay: introduction, body and conclusion.

Language
1. Write and recognize a complete sentence.
2. Write and recognize compound and complex sentences.
3. Recognize and use verb tenses appropriately.
4. Be familiar with basic rules of punctuation: period, comma, semicolon, question mark, exclamation mark, quotation mark, capitalization
5. Knowledge of basic spelling rules.

Writing Sample:
In the first time I came to United States, was so surprise, because you know everything is new for you. people, customs, food, etc. I was only 18 years the first city a knew was the Angeles is so big like Mexico city many traffic, hard to get same places and drive. That city have beatiful places to – visit: Disneyland, Hollywood Studios, many places. Also have next city to this is San Diego. I like this city because has a big zoo. I walked all the place and knew many animals: Bears, lions, elephants, girafes, etc. So the Angeles City is so big with many places to knew. This city also – is very close to my cantry. when I lived their was so easy to go. many peoples the different countries in this city. The only thing I don’t like is very danger for the violence, most – joung people is in drugs, I hope the government do some thing for this beatiful city.

Level IV

Content
1. The writer addresses the topic appropriately.
2. The main idea is clear.
3. Most supporting ideas are relevant and well-developed with specific details, examples and explanations. Few ideas are irrelevant or not fully developed.

Organization
1. The introduction presents general statements and a thesis statement.
2. The conclusion restates the main idea and may present a new insight.
3. Each body paragraph has a topic sentence with a controlling idea.
4. Sentences and paragraphs are generally logically sequenced with coordinators, subordinators and transitional signals, though the use might be somewhat mechanical.

Language
1. The vocabulary, though not very sophisticated, is generally correct. Errors in word choice do not impede comprehension.
2. There may be a few non-idiomatic expressions.
3. There is a combination of simple, compound and complex sentences.
4. There may be a few run-ons and comma splices.
5. There are minor errors in spelling, punctuation and grammar, such as articles, verb form, word form, and prepositions, but the errors do not impede comprehension.
Writing Sample:
Arteaga, Mich is a little town were I was born. Arteaga is about 2 hrs from the nearest city. The town is very small, the weather is warm, the population is about 10,000 people and there are a few schools only two high schools, two colleges and two universities that you can study only to be a teacher. some students from other towns or citys study there. There is not to many jobs that’s why the people leave the town and the immigrate to another country. I think Arteaga is a peacefull town and the people is very nice they know and respet each other. In the center of the town there is a little Plaza where everybody have fun every Sunday, they go to church and then they go to a nightclub call Baby “O” rock. During the week if you don’t go to school there is nothing to do.
Level V (ESL 400)

Content
1. The topic is relevant to the assignment task.
2. There is a clear, thoughtful thesis statement.
3. There is substantive development of the topic within the body of the essay.
4. Ideas are clearly supported and relevant to the topic.
5. Generalizations are supported with specific details and examples.
6. The essay is of sufficient length to successfully present an academic topic.

Organization
1. The essay is well-organized with a clear introduction, body and conclusion.
2. The body paragraphs show effective topic sentences with adequate, relevant, concrete support.
3. The body paragraphs are logically sequenced.
4. The essay is unified.

Language
1. There are effective complex instructions.
2. There is a good sentence variety.
3. There are few errors in agreement, tense, number, word order/function, articles, pronouns, prepositions, fragments, run-ons, or parallel structure.
4. There is a sophisticated range of vocabulary.
5. There are few errors of word/idiom choice, usage, or form.
6. There are few errors of spelling, punctuation, capitalization, or paragraphing.

Writing Sample:
My favorite Place
My favorite Place is Great America, because it has a lot of different rides and you have to pay just in the entrance to get on the rides and also has the greatest shows. Everyone can have fun in there starting from childrens through adult. They have a great place that children can have a lot of fun because it has a lot of rides for them and they even have an all area that they can get wet with the spingles, has a playgrown that they can climb, jump and swing, places to eat and rides to go on and for adult has all different kind of rides that can get on. And all people can watch the shows and have fun. That why I like to go to Great America all summer long.
### Appendix 13: Second Language Reading Proficiency Descriptors (Table Format)

*El Camino Community College  
*Adapted from California Pathways*

<table>
<thead>
<tr>
<th>Level</th>
<th>Vocabulary / Text Complexity</th>
<th>Literal Comprehension / Information Competence</th>
<th>Rapidity / Reading Strategy</th>
<th>Cultural References</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice-Low</td>
<td>Is sometimes able to read isolated words and common phrases, especially when they are strongly supported by visual context</td>
<td><strong>Limited comprehension of simple texts</strong></td>
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<td>--</td>
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</tr>
<tr>
<td>Novice-Mid</td>
<td>Comprehends familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions</td>
<td>Understands simple sentences which contain familiar words and phrases</td>
<td>Sometimes understands clearly related sentences when context, background knowledge, or visual information support meaning</td>
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</tbody>
</table>
| Novice-High | • Understands many common words and/or phrases  
• Sometimes understands new words and/or phrases when the context supports | Can sometimes locate facts in short, simple texts  
• Usually reads slowly, word by word  
• Sometimes understands common sentence connectors and transitional devices | Demonstrates limited understanding of common cultural references | --                  | --        |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Intermediate-Low</th>
<th>Intermediate-Mid</th>
</tr>
</thead>
</table>
|               | meaning                                                                     | • Often understands clearly related sentences when context, background knowledge, or visual information support meaning | • Can often locate facts in short, simple texts<br>• Sometimes understands new information from texts with familiar language<br>• Occasionally understands the central meaning and/or details of a text when content and language are familiar
|               |                                                                             | Reads word by word or in short phrases<br>Occasionally uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text |
|               |                                                                             | Occasionally understands common cultural references | Occasionally understands common cultural references
|               |                                                                             |                                                                                 |                                                                                 |
| Intermediate-Low | Understands most common words and/or phrases | • Can often locate facts in short, simple texts<br>• Sometimes understands new information from texts with familiar language<br>• Occasionally understands the central meaning and/or details of a text when content and language are familiar | • Can often read simple texts on familiar topics with some fluency and speed<br>• Sometimes understands the meaning of new
|               |                                                                             |                                                                                 | • Usually distinguishes between main and supporting ideas which are accessible because of familiar content
<p>|               |                                                                             |                                                                                 | • Often uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text |
|               |                                                                             |                                                                                 | • Sometimes understands common cultural references |
|               |                                                                             |                                                                                 |                                                                                 |</p>
<table>
<thead>
<tr>
<th>Intermediate-High</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reads simple texts on a variety of topics with some fluency and speech</strong>&lt;br&gt;<strong>Often understands the meaning of new words from context</strong>&lt;br&gt;<strong>Often understands texts that are grammatically complex or on unfamiliar topics</strong>&lt;br&gt;<strong>Usually distinguishes between main and supporting ideas in texts on a variety of topics</strong>&lt;br&gt;<strong>Often understands new information from texts with unfamiliar language</strong></td>
<td><strong>Understands most new words given in a clear context</strong>&lt;br&gt;<strong>Can read a range of personal,</strong>&lt;br&gt;<strong>Usually understands the author’s purpose, point of view, and tone</strong></td>
</tr>
<tr>
<td>Level</td>
<td>Understanding of Texts</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Advanced-High</td>
<td>Usually understands complex texts</td>
</tr>
<tr>
<td>Superior</td>
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<tr>
<td>Distinguished</td>
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Chapter 9

Effective Practices in Mathematics: Specialty Supplies

Primary Author
Joan Córdova, Orange Coast College (Faculty)

With special thanks to contributors from:
Bob Pacheco, Barstow College (Faculty) Chaffey College Mathematics Department
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Golden West College Math Department (Faculty)
Larry Green, Lake Tahoe Community College (Faculty)
San Diego Mesa College Math Department and Terrie Teegarden (Faculty)
Wade Ellis Mission College (emeritus faculty)
Stan Benkosky, West Valley College (Faculty)
Effective Practices in Mathematics: Specialty Supplies

Introduction to New Perspectives in Teaching Mathematics

This chapter contains a menu of various practices in mathematics that faculty across the state have found to be effective in working with Basic skills students. When instructing adult learners, teachers must actively involve participants in the learning process and serve as facilitators for them. Cognitively Guided Instruction, Authentic Assessment, Classroom Assessment or a variety of Active Learning Strategies are all effective means of delivering curriculum this way, with the added bonus that you can also check that the message had been received. A bevy of approaches is presented here because mathematics faculty have reached no consensus about one best approach; try several and see which works best for you and your students. If we’ve neglected to profile a strategy that you’ve found to be effective, submit it to:
http://www.surveymonkey.com/s.aspx?sm=WHXijfZlZpIh3jVnm0zMUBKw3d_3d. This will enable us to share the wealth with faculty across the state!

The most successful teachers combine effective practices with self analysis or assessment to determine what pedagogical techniques work best. The Final Report of the National Mathematics Advisory Panel concluded that,

"Teachers who consistently produce significant gains in students’ mathematics achievement can be identified using value-added analyses (analyses that examine individual students’ achievement gains as a function of the teacher). The impact on students’ mathematics learning is compounded if students have a series of these more effective teachers."1 p. xx

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An analysis of classroom pedagogy, using assessments and active learning to determine what students are gaining in their knowledge, has found that teaching math in context is essential to student success. If you are new to understanding and documenting desired student learning outcomes and ongoing assessment to improve pedagogical strategies you may want to skip to Chapter 15 on Course Assessment Basics: Evaluating Your Construction.

Mathematics in context bridges the gap between abstract mathematical concepts and real-world applications. Connections are a key feature—connections among topics, connections to other disciplines, and connections between mathematics and meaningful problems in the real world. Contextual Mathematics emphasizes the dynamic, active nature of mathematics and the way mathematics enables students to make sense of their world. Students are encouraged to explore mathematical relationships, to develop and explain their own reasoning and strategies for solving problems and to use problem-solving tools appropriately. Research is showing positive results.

“The overall results of the evaluation indicated an increase in students’ academic performance in mathematics. Responses also indicated an improvement in both students’ and instructors’ attitudes about learning and teaching mathematics using real-life applications. This was demonstrated by their increased confidence and decreased frustration.”

A Place for All Mathematics Students and Faculty to Start

One effective learning strategy for problem solving in mathematics is George Pólya’s 4-step problem-solving process:

1. Understanding the problem
2. Developing a plan to solve the problem
3. Carrying out the plan
4. Looking back to be sure the answer solves the problem

These steps apply not only to mathematics and other academic areas but also to life skills. They will be our guide through the chapter to discuss the difficulties that basic skills students have with mathematics and developing ways to solve the problem.

1. Understanding the problem

---


Summary: Postsecondary students are more likely to enroll in a remedial mathematics than in a remedial reading or writing class. The failure rate in these courses is alarming. Fewer than one-half are successful on their first attempt. The overall success rate of 48% acts as a significant barrier to college success for basic skills students.

As the summary above states, success in basic skills mathematics is very low. The source of the problem is as varied as the number of students in a class. As you probably know from your own classroom and discussion with colleagues, research has found (Burns 2007, Mathematics Diagnostic Testing Project MDTP) that students at the basic skills levels in mathematics have a variety of misconceptions, missed conceptions, and under-developed skills about your discipline.

If you’re not sure about this, why not take a simple poll of the students in your classes and ask about their high school preparation? You will, perhaps, not be surprised to learn that often their secondary education experience in mathematics was poor or non-existent, even in California where all students who graduate from high school must have three years of mathematics beyond pre-algebra. Though they took those classes, their learning experience may have consisted of sitting through context-free blackboard presentations and completing worksheets. These students are not accustomed to disciplined study of mathematics or any other subject, nor may they have experienced much success in any academic work. They believe that they can only learn what the teacher tells them and have little experience engaging with interesting mathematical ideas, working from self-motivation or successful learning in an academic setting. They also miss the opportunity to apply what they know to their everyday world.

Statewide data shows that in California community colleges, the lowest success rate in basic skills courses is found in mathematics courses. In addition, several studies have indicated that mathematics represent the roadblock for most basic skills students. 4

<table>
<thead>
<tr>
<th></th>
<th>California community college student success statewide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>basic skills mathematics</td>
<td>48%</td>
</tr>
<tr>
<td>non-basic skills mathematics courses</td>
<td>53%</td>
</tr>
</tbody>
</table>

Source: CCCCO.edu datamart

But, some of the most significant pedagogical successes have also been found through using innovative mathematics strategies, such as MAPS and Pathways through Algebra. 6


See Appendix 1 for three articles on the Pathways Through Algebra project with recommendations, successful strategies and data based on California community college students.

The pedagogical strategies discussed there and throughout this chapter have improved student success in mathematics. By success, we mean that students achieve a C or better in the course. You know from your own classes how often students drop and what percentage routinely pass the course.

“But,” you protest, “several variables contribute to this low success rate, and most of them are beyond my control. One of them,” you continue, “is that the students have poor study skills or any other number of challenges completely unrelated to math.”

This is true! At this point, if you have skipped over Chapter 5, you might want to go back and examine some of the handy tools that faculty have created to address these student-based issues. Perhaps you can incorporate them into your courses. Now let’s focus on what we know can create better student learning and increased student success in mathematics courses.

2. Developing a plan to solve the problem

Summary: Research shows class size plus active learning is an effective strategy to raise student success. The plan to accomplish this must be three fold:

a) Implement active and contextualized learning strategies in classes with appropriate class sizes,
b) Clearly communicate the college level competencies including the students’ own responsibilities in math classes,
c) Design a course around appropriate SLOs that align with subsequent courses.

Class size + Active Learning = Success in Basic Skills Mathematics

The formula above has been supported by research and represents an important overarching strategy to solve the lack of success in mathematics and to increase and improve student learning. Class size is a very important factor in mathematics success. Of course success is not based on class size alone. A small class without active learning will show the same lack of success. However, with the appropriate class size, basic skills mathematics instructors who engage their students in active learning have been able to inspire and awaken basic skills students to the joys of mathematics or, in the least, produce better mathematics success. These are instructors who create classrooms that are socially comfortable, context-based in relevant or interesting ideas, and actively engage students in thinking about and understanding mathematics. As an added bonus, these experiences can also provide the students with immediate feedback that both corrects their content knowledge and skills and helps them improve their learning processes. This, in turn, affects their studies in many areas.

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7 Correa, Hector, An Economic Analysis of Class Size and Achievement in Education. (1993) http://www.centerforpubliceducation.org/site/apps/nl/content2.asp?c=kjJXJ5MPIwE&b=1498577&ct=2040795
8 Class Size and Student Achievement Center for Public Policy Research found at http://www.centerforpubliceducation.org/site/pp.aspx?c=kjJXJ5MPIwE&b=1533647&printmode=1
In addition to active learning and assessment strategies, make clear expectations concerning student responsibilities. How do we make those expectations clear and communicate student learning outcomes? In Appendix 2 is a simple tool that you can provide to your students on the first day of class as you are taking roll. This documents expectations for mathematics students. In addition here is another simple visual to discuss with your students.

We asked a faculty member with over 30 years experience of teaching Basic Skills mathematics:
“If you could think of words to describe a successful basic math student, what would they be?”

He lifted his palm to us and said,
“The Big Five:
Come to class
Come on time
Pay attention
Take notes,
Do your homework.”
Original concept credited to Stan Benkosky Mathematic Faculty at West Valley Mission

“That is all well and good,” you might be thinking, “but I already stress all of that. It’s in my syllabus, and I talk about it in class. As for the rest of that formula for success, my college or the district decides my class size; I don’t have control over it. And I’m already using active learning strategies, at least as often as I can while still trying to cover the material that’s required for each level.”

Great! We know that you are working hard, and that sometimes your colleagues who teach higher levels of mathematics may not appreciate all that you do. We hope that the specific pedagogical strategies listed later in this chapter will provide you with additional items to add to your toolbox. You may also want to peruse the two websites listed below from professional organizations that are really looking at effective pedagogical techniques:
- [http://www.amatyc.org/](http://www.amatyc.org/)

**What is needed to solve the problem?**
First a target is necessary so that we are all aiming at the same outcomes. The CSU, UC and CCC academic senates have adopted “college level” Mathematics competencies. Mathematics classes should align to build towards these competencies. This is our target as instructors and the students’ target that identifies them as prepared for college level math.

Chapter 9
ICAS Statement of Math Competencies (from the ICAS appendix)

What follows is a collection of skills that students must routinely exercise without hesitation in order to be prepared for college work. These are intended as indicators -- students who have difficulty with many of these skills are significantly disadvantaged and are apt to require remediation in order to succeed in college courses. This list is not exhaustive of the basic skills. This is also not a list of skills that are sufficient to ensure success in college mathematical endeavors.

The absence of errors in student work is not the litmus test for mathematical preparation. Many capable students will make occasional errors in performing the skills listed below, but they should be in the habit of checking their work and thus readily recognize these mistakes, and should easily access their understanding of the mathematics in order to correct them.

1. Perform arithmetic with signed numbers, including fractions and percentages.
2. Combine like terms in algebraic expressions.
3. Use the distributive law for monomials and binomials.
4. Factor monomials out of algebraic expressions.
5. Solve linear equations of one variable.
6. Solve quadratic equations of one variable.
7. Apply laws of exponents.
8. Plot points that are on the graph of a function.
9. Given the measures of two angles in a triangle, find the measure of the third.
10. Find areas of right triangles.
11. Find and use ratios from similar triangles.
12. Given the lengths of two sides of a right triangle, find the length of the third side.

In the appendix there are sample math questions to provide further explanation of these expectations.
Think about a particular course you teach in math. Circle the ICAS math competencies relevant to your course.

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Are there any others that are crucial to your course that are not listed in the ICAS competencies? List them in the space below.

Now that we know what defines college level math skills, how do we incorporate that into our courses and programs overall? The first step in reaching the competencies that you circled above is to develop the student learning outcomes (SLOs) and assessments for each course. Your college may already be actively involved in this effort, and your department may have already created these. But in case you are new to SLOs or just still confused, take a quick look at Chapter 15 Course Assessment Basics: Evaluating Your Construction for a more detailed explanation about this process.

Math faculty should dialogue about how these competencies can be converted into course level SLOs that then align with subsequent courses and create a final set of program SLOs for the department. Research in the Florida community colleges has revealed that the biggest barrier to student success in mathematics courses is a lack of alignment. Learning things in one mathematics class does not necessarily translate into success in the next class.

A best practice at some institutions that facilitates better alignment is that each basic skills mathematics course has a course coordinator and a common course final or at least a few embedded
mathematics problems/questions within different course finals. The common course final or common mathematics problems/questions should be assessed under the direction of the course coordinator in a department meeting. The assessment should result in an action plan for changes in each course curriculum. What is that assessment based upon? How do we align basic skills courses to meet that target? And how do we keep students moving through the math sequence to success? Below are some examples of SLOs and Assessments and conclusions some colleges have come to in order to improve the Mathematics success.

Effective Practices: Creating a Mathematics Course that Focuses on Success Using Student Learning Outcomes

Course SLOs guide and direct the content covered in a course, its activities and assignments. In addition, the information gained from measuring them (called “assessments” in the SLO world) will give you valuable information about how your students are doing, and what you can do to improve their learning. This entire process can result in better success.

Below are some examples of SLOs from various California community colleges. Check out the website maintained by Larry Green of CMC3 that serves as a storehouse for all levels of Math SLOs at http://www.ltcconline.net/greenl/SLO/SLOs/Math/MATSLOsStatewide.htm Notice that colleges format their SLOs in different ways and emphasize different skill sets. These are samples and your SLOs should be consistent with your curriculum, relevant to your students and aligned to the subsequent course.

Pre-Algebra

College of San Mateo

1. Strengthen core entry skills, which are to perform
   a. Operations with whole numbers
   b. Operations with fractions
   c. Operations with decimals
   d. Operations with percentages
2. Perform operations on integers.
3. Simplify and evaluate variable expressions.
4. Solve a one variable first degree linear equation that models a situation.
5. Construct linear graphs.
6. Convert units of measure (includes American and Metric systems).
7. Perform operations with polynomial

Lake Tahoe Community College

Part I
1. Perform arithmetic operations with whole numbers, fractions, and decimals.
2. Translate written language into mathematical statements.
3. Apply the concepts in the course to real-life situations.

Part II
1. Solve problems involving decimals, percents and beginning algebra
2. Translate written statements in to mathematical statements.
3. Apply the topics of Basic Arithmetic (Part II) to real life situations.
Solano Community College
1. Perform arithmetic operations on signed values including integers, fractions, and decimals.
2. Simplify algebraic expressions, evaluate formulas, and solve basic linear equations and application problems.
3. Students obtain sufficient math proficiency to be successful in a subsequent elementary algebra course.

Beginning Algebra

College of San Mateo
1. Identify and apply basic algebraic concepts including slope, absolute value, scientific notation, equivalent equations, laws of exponents, intercepts, horizontal lines, and vertical lines.
2. Solve systems of linear equations in two unknowns using graphing, elimination, and substitution.
3. Solve equations and inequalities in one variable.
4. Solve quadratic equations by factoring and by using the quadratic formula.
5. Solve elementary radical equations.
6. Graph linear equations.
7. Solve problems by application of linear functions.
8. Apply the properties of and perform operations with radicals.
9. Apply the properties of and perform operations with integer exponents.

Lake Tahoe Community College
First Quarter
1. Solve linear equations and inequalities.
2. Define and employ terminology and arithmetic relating to polynomials in one variable.
3. Determine the equation and graph a line given information about the line.
4. Manipulate expressions with integral exponents.
5. Apply course topics to real-world situations.

Second Quarter
1. Factor a polynomial.
2. Apply the four basic operations to rational and radical expressions.
3. Solve equations with rational and radical expressions.
4. Solve a 2 x 2 system of linear equations.
5. Solve quadratic equations.
6. Apply course topics to real world situations.

Solano Community College
1. Distinguish between and give examples of equations, solutions to equations, and algebraic expressions.
2. Solve mathematical equations appropriate to the elementary algebra curriculum.
3. Formulate real-world problems quantitatively and interpret the results.
Chapter 9

Coastline Math 030
Intermediate Algebra.

1. Given a collection of data, determine if it fits a linear, quadratic, polynomial, rational, radical, exponential, logarithmic, or logistic function; find the curve of best fit; graph the model with the appropriate range and domain; analyze its behavior and make predictions.

2. Express a real-world problem as an equation or system of equations, estimate the answer, then solve the equation or system to find a solution and judge its reasonableness.

3. Identify and graph conic section equations including parabolas, circles, ellipses, and hyperbolas; show major and minor axes, intercepts, foci, and asymptotes; given a graph write the equation for the conic section in standard form; and solve applications involving conic sections.

5. Use appropriate technology such as calculators and/or computer software to solve mathematical problems, enhance mathematical thinking and understanding, and be able to judge the reasonableness of the results.

6. Communicate mathematically both verbally and in writing by explaining each step and justifying the answer after solving a problem.

Assessing SLOs: Creating Success

One of the ways that the SLO assessment process can improve student success is that it asks faculty to write down the criteria that they use in grading. When students have a clear understanding of the criteria necessary to complete an assignment or exam, they often do better. Remember that Basic skills students are often particularly lacking in this knowledge, due to high school preparation (or the lack thereof) and previous academic experiences. Grading criteria needs to become more than the percentage of correct problems that result in a certain grade. What is the process you use in your head when you grade a problem? What are you looking for?

Here’s an example of what we mean. The SLOs in the math class listed below indicate the ultimate grading criteria for this course. Students will not pass unless they can successfully accomplish these measurable outcomes. Faculty know if students are learning these essential competencies, the ones required in the SLOs, because all of the faculty teaching these courses use identical questions in their finals. The department then meets to discuss the data from the embedded questions to determine where they can improve instruction. Let’s look at two completed SLO assessment cycles at two different colleges.

San Diego Mesa College

San Diego Mesa Mathematics department has agreed to embed questions on course finals as a departmental assessment. They’ve asked instructors to use the question(s) as part of their final OR give it as a separate quiz in or about finals week. The faculty do not all give the same final. Last semester, they had better than 50% response on getting the results back from the faculty, and this
includes adjunct faculty teaching the same course. Although they encouraged all the instructors to respond, there is no way to enforce compliance.

**Dealing with the Assessment Results**

Most discussion of the results took place at a meeting of the algebra committee, with a short report at the department meeting. So far, any formal changes made have been to the question itself. This is not uncommon. Faculty usually do not discuss questions used for exams, and yet how many of us were trained in asking good questions? Many departments find that just the work in developing a common question provides valuable dialogue and training.

Individual instructors report that giving a common assessment has affected their teaching in ways such as:
- they do more applied problems related to linear models in class
- they assign more such problems as homework
- they connect back to this idea in the chapter on functions

The general discussion among faculty has centered on two questions:
1. Is it important that students formally write out the model as opposed to calculating without using variables?

The consensus is generally, yes, because it is important for further work. As a result they have rephrased the question to emphasize using variables. Also, if the faculty concluded that if the students can do the problem without variables, it is not clear that they have actually taught them something new!

2. Should faculty also include relationships in which the independent variable is something other than time?

The discussion revealed that the text only has a few problems using something other than time, so this could be a factor in deciding to change texts. Alternatively, faculty suggested collaborating with the sciences to get some sample questions.

This is an example of what is meant by “closing the loop” in SLO assessment jargon. Faculty have posed a question by embedding the sample questions, given the assessment and are now looking at what they can do to improve things by discussing the results and any necessary changes that are required to help students be more successful. Many colleges report that dialoguing about these issues, which faculty are often left to deal with on their own, has enlivened their teaching and improved the learning of their students.

Golden West College has provided this handbook with a more formalized Student Learning Outcomes Assessment Cycle report to use as another example.
A. SLOs
Upon successful completion of Math 005 the student shall be able to:
   1. Know all the fundamental operations of arithmetic on whole numbers, fractions and decimals.
   2. Do most of applications in percentage, ratio, proportion, and measurement
   3. Converting between percentage, decimal and fraction
   4. Reading graph, finding mean and median in statistics
   5. Applying mathematics to real life application with mental math calculation.

B. Embedded Test Questions
   1. a) Evaluate: \((6^2 - (5 \cdot 5 + 2))^2\)  
       b) Evaluate: \(\sqrt{36} - \sqrt{8}\)
   2. Kate invested 20,000 into an account that pays 7% annual interest compounded daily. Find the interest earned in this account after 5 years. (Round your answer to the nearest penny)
      Given: compound interest factor is 1.41902
   3. Simplify: \((4 - 2) \cdot 6 + 3 + (5 - 2)^2\)
   4. a) Find the LCM of 30 and 42.  
      b) Find the GCF of 60 and 80.
   5. A store marks up items by 28 percent. If an item cost the store $20.25 from the supplier, what will the selling price be?

D. Collected Data
The following data represent the percentage of students who successively solved the embedded test question. The symbol * indicates less than 65% of the students were successful.

Question #1 90%  
Question #2 83.5%  
Question #3 99%  
Question #4 75%  
Question #5 57%

E. Recommendations for Improving Success Rates
1. Recommend that students seek early tutorial assistance.  
2. Find and recommend quality websites on these difficult topics.  
3. Prepare handouts to clarify difficult concepts.  
4. Encourage students to use office hours.
5. Help students to form study groups.
6. Use, but with discretion, collaborative learning strategies.
7. Encourage students not to use a calculator with their homework.
8. Encourage students to practice mental math calculation whenever they can in real life situation.

3. Carrying out the plan

Summary: Add one active learning strategy to each class session. Use SLOs to direct the activities, course content and to assess student understanding and abilities. Several quick classroom assessment techniques will be described and then rubrics shared to assess course work. Ultimately a course and program assessment will help to direct the entire process.

After focusing on the curriculum and assessment, let’s take a look at some of the pedagogical changes that have been shown to make improvements in success. The following quick and easy classroom assessment techniques will allow you to get immediate feedback on your students’ expertise in what they are supposed to be learning.

One of the challenges of teaching mathematics at the community college level is that students have generally taken the class before. Some have attempted the class multiple times without success, leaving them with pockets of information that may be incorrect or incomplete. Determining which pieces of information they have, don’t have or have processed incorrectly is part of assisting the student to be successful. Each of the following strategies assists - in addition to creating a classroom where the student is an active learner - in diagnosing the problem areas for individual students. As with cognitively guided instruction, the intent is to build on the mathematics knowledge of students based on what they already know.

Whether working with the Minute Paper, Muddiest Point, or on a 3 x 5 problem, you have one more opportunity to assess where the class is as a whole and the types of problems individual students are having. It is an opportunity to address individual weaknesses before the graded assessment.

**Minute Paper**

Description:
No other technique has been used more often or by more college teachers than the Minute Paper. This technique -- also known as the One-Minute Paper and the Half-Sheet Response -- provides a quick and extremely simple way to collect written feedback on student learning. To use the Minute Paper, an instructor stops class two or three minutes early and asks students to respond briefly to some variation on the following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students write their responses on index cards or half-sheets of scrap paper and hand them in.
Variations:

- What was the most important point of the section?
- What was the most surprising idea or concept?
- What question remains unanswered in your mind?
- What question from this class might appear on the next quiz/test?
- What was the muddiest point of the class?
- What was the main concept illustrated in class?

Step-by-Step Procedure:

1. Decide first what you want to focus on and, as a consequence, when to administer the Minute Paper. If you want to focus on students’ understanding of a lecture, the last few minutes of class may be the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate.
2. Using the two basic questions from the "Description" above as starting points, write Minute Paper prompts that fit your course and students. Try out your Minute Paper on a colleague or teaching assistant before using it in class.
3. Plan to set aside five to ten minutes of your next class to use the technique, as well as time later to discuss the results.
4. Before class, write one or, at the most, two Minute Paper questions on the chalkboard or prepare an overhead transparency.
5. At a convenient time, hand out index cards or half-sheets of scrap paper.
6. Unless there is a very good reason to know who wrote what, direct students to leave their names off the papers or cards.
7. Let the students know how much time they will have (two to five minutes per question is usually enough), what kinds of answers you want (words, phrases, or short sentences), and when they can expect your feedback.


Math Example from Joan Córdova

Examples:

After presenting information on simplifying fractions in an algebra class, the next class session might begin using a 3 x 5 problem such as:

Simplify:

\[
\frac{x^2 - x}{x^2}
\]
When the cards are turned in they are quickly scanned for correct responses and common errors, failing to factor the numerator before removing factors of 1, canceling the $x^2$ terms, getting as far as
\[
\frac{x(x - 1)}{x^2}
\]
or
\[
\frac{x - 1}{x}
\]
and then canceling willy nilly (that is a technical term for random removal of terms) rather than removing factors of 1.

The 3 x 5 is then reviewed discussing correct procedure and errors found on the cards calling on students for details on factoring, factors of 1 etc.

![Muddiest Point](image)

**Muddiest Point**

**Description:**
The *Muddiest Point* is just about the simplest technique one can use. It is also remarkably efficient, since it provides a high information return for a very low investment of time and energy. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in .........?" The focus of the *Muddiest Point* assessment might be a sample problem, a lecture, a discussion, or a homework assignment.

**Step-by-Step Procedure:**

1. Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a problem, a discussion?

2. If you are using the technique in class, reserve a few minutes at the end of the class session. Leave enough time to ask the question, to allow students to respond, and to collect their responses by the usual ending time.

3. Let students know beforehand how much time they will have to respond and what use you will make of their responses.

4. Pass out slips of paper or index cards for students to write on.

5. Collect the responses as or before students leave. Stationing yourself at the door and collecting "muddy points" as students file out is one way; leaving a "muddy point" collection box by the exit is another.

6. Respond to the students' feedback during the next class meeting or as soon as possible afterward.
Example:

Following a demonstration on adding fractions with different denominators, leaving the last problem (with vocabulary) on the board, ask the students to take four minutes to write down the step in the problem that is the muddiest point for them. Ask them to specify the difficulty, if they can.

\[
\frac{3}{5} + \frac{7}{10}
\]

The fractions have different denominators

5, 10 LCD = 10 Find the lowest common denominator by factoring the denominators

\[
\frac{3 \times 2}{5 \times 2} + \frac{7}{10}
\]

Find equivalent fractions by multiplying by factors of one.

\[
\frac{6}{10} + \frac{7}{10}
\]

Combine numerators, keep the denominator.

Each line of work is written in a different color ink which assists the students in identifying the line where they don’t understand the work. What was done is written out to assist the students in understanding what is being done.

When students have particular difficulty with topics they are asked to work problems in three columns. The first column is their computation, the second column is the description of the computation, the third column is the ‘rule’ that allows the step.

Three by fives

At the beginning of the semester my students are asked to add 3x5 cards to their list of school supplies. Virtually every class session they are asked to use the 3x5 cards in a variety of classroom assessment exercises. The exercises vary depending on what is needed including Muddiest Point, Minute Papers, and sample problems.

Often the class will start with a 3x5 question on the board that assesses the topic of the previous lesson. It takes a few minutes for the students to work and less than a minute to read through the cards to see how well the class understood the lesson.
The cards are then shuffled and used to call on students throughout the class session. The cards keep me from unknown biases I may have when calling on students. Maybe I only call on the kids with pony tails or something. With the cards it allows me to call on them by name. They know their card is in the stack so they have a possibility of being called on. By the end of the class I try to have made it all the way through the stack.

To help with the stress of being called on I use the “Who Wants to be a Millionaire” model. When a student is called on they have an opportunity for a life line or to poll the audience. What is interesting is that once they know they have an option, they will try the problem first. They are more willing to offer answers and opinions. This was a very interesting unexpected outcome. It also gives me an opportunity to ask “Is that your final answer” which gets them reviewing what they said.

Examples:

The first class after discussing addition of fractions with different denominators the 3 x 5 card at the beginning of class might ask: When adding fractions, what is the first thing you need to know? Are the denominators the same? is the correct response but the actual responses provide valuable insight.

When working on word problems the 3 x 5 card at the beginning of class might ask them to identify the steps taken to work a word problem. Or perhaps ask the students what the first step in solving a word problem could be. The answers may vary but what would be acceptable would be Read the problem or something along the lines of Identify what the problem is asking.

**Raise your hand with a twist**

There are times in the middle of a class when it is informative to know whether the students think they have grasped the concept. One very quick assessment of this is having them raise their hand – with a twist. Their hand is a scale from 0 – 5, representing where they are on the topic being discussed. It is a quick read of where they are and allows for some help from classmates if there are a few students who are unclear on the concept.

Asking the students to give me a “read” of where they are on the topic involves two steps. The first is to determine a scale. The second is to then scan the room to see how they respond. It takes less than a minute of class time.

If I have just finished working a problem and want to know if the students need to see another example or are they ready to go on, the rubric might be

- **Fist** What? Are you talking to me? What class is this?
- **1 finger up** I’m beginning to see a type of problem.
- **2 fingers up** With a tutor and a lot of time I could work the problem.
- **3 fingers up** It might take some assistance for me to work the problem.
4 fingers up  I could work these types of problems with help from my notes.
5 fingers up  I could work this type of problem on my own.

Or:
Fist   If you don’t know what the main topic is.
1 finger up   If you know the topic.
2 fingers up   If you know the topic and one subtopic.
3 fingers up   If you know the topic and two subtopics.
4 fingers up   If you know the topic and three subtopics.
5 fingers up   If you know the topic and most of the subtopics.

The scale can be less defined by asking the students how they confident the students feel with the topic with the fist being not at all and the 5 fingers being ready to take the test.

By the middle of the semester the students are making the assessment their own. Some will flash between two decisions. 3 - 4 fingers or 4 – 5 fingers indicating they are almost to the next step but not quite there yet.

It can also be used to determine the depth of their knowledge. For example at the end of a lesson on quadratics asking them to show how many ways they know how to solve a quadratic equation.

Since we usually discuss four options their responses would be from fist to four fingers. For additional information you can ask a follow up question, Of the number of ways you know how to solve a quadratic equation, how many are you comfortable using? How many would you be able to list the steps involved in the solution?

A handful of active learning strategies have been discussed here. Lest you think this is all there is, here is a partial list of additional strategies: Reading and Writing Exercises, Discussing, Problem-Solving, Sample Active Learning Techniques, Think-Pair-Share, Meeting of the minds panel, Fishbowls, Cold-calling, Case Study /Discussion Method, Reciprocal Peer Questioning, Conference Style Learning, Dialogue Analysis, Spontaneous Group Dialogue, Ambiguity, Questioning Techniques, Small Groups (Many teachers of large sections regularly break their classes into discussion groups), Whole-Class Involvement, The Feedback Lecture, Whole-Class Debates, Role-Playing, Chain Notes, Memory matrix, Directed paraphrasing, One-sentence summary, Exam Evaluations, Application cards, Student- generated test questions.

A Program that Creates Mathematics Success
One other approach to enhancing success for basics skills students is creating programs which combine student services with mathematics. One such program is the MAPS program at Mission College.

"With the proper support services, any student who is willing to succeed can be successful in mathematics" - MAPS Mission Statement

The MAPS Program serves a diverse group of students, recruited from several Mission College programs, including EOPS, Access, Avanzar, and DISC. In addition, the program actively seeks to
include students from those groups who have traditionally had poor success in basic skills and college math courses.

A counselor is available for each class section. The counselor and instructor work closely to ensure student success. The counselor is available daily during class to talk to students regarding their grade to date, missing assignments and absences. In addition, the counselor teaches study skills and provides individual and academic counseling for students in the program. The MAPS team of instructors and counselor meet on a weekly basis to plan program activities and discuss concerns related to students' achievement in the class.

In addition to in-class tutoring, the program offers students group tutoring outside of class. Each week, approximately 10 hours of tutoring are offered at various times throughout the day and early evening. The tutors are trained to reinforce the methods and approach taught in regular class. For students interested in working with other students outside of class, study groups have also been formed. Whenever possible, a tutor also attends the study group to assist students with questions.

The program also arranges for guest speakers to visit the classes. These speakers have included men and women working in technical field, motivational speakers, and informational sessions on transfer agreements to the UC or CSU system.

MAPS Services
* Academic, career, and personal counseling
* Books on loan provided by Title V
* Extended instruction time
* Personalized attention and support from teacher, tutors, counselor, and peers
* Tutoring in and outside of class
* Improved study skills
* Guest speakers
* Participation in a class community

They have a web page at [http://www.missioncollege.org/Depts/Math/MAPS/index.html](http://www.missioncollege.org/Depts/Math/MAPS/index.html). A good person to contact is Linda Retterath - linda_retterath@wvm.edu

**CRLA Certification**

Many Mathematics faculty have discovered that the problem with mathematics for many students is the inability to read. The College Reading & Learning Association (CRLA) certifies a college’s tutor training program. At this time, there are over 500 colleges and universities that have this certification. There are three levels of certification:

- Regular
- Advanced
- Master

Each level requires an additional ten hours of training and 25 hours of experience. After meeting the requirements for an initial institutional certification for one year, CRLA offers a three-year renewal certification which can be followed by a five-year recertification.
Tutors that have gone through such training can provide better tutorial assistance that emphasizes strategies and processes over simple content mastery. Such programs help tutors understand the need for tutees to be responsible for their own learning and begin to self-develop their own learning skills. Such certified tutorial training programs also help Tutorial Centers move toward process orientation and greater collaboration with instructors and course Student learning outcomes.

For more information on how you can work on reading in your math class, look at Chapter 10 in the reading and math section.

**Directed Learning Activities**

A Directed Learning Activity (DLA) is a flexible learning tool used by a college to integrate a Tutorial Center into the mathematics (and other discipline) curricula with the added bonus that hours by arrangement can be legitimately collected from the Chancellor’s Office. An instructor decides on a mathematical activity tied to the course curriculum that may:

- review a concept or skill before it is needed in class,
- enhance a student learning skill, or
- build toward proficiency in a specific Student Learning Outcome (SLO).

The instructor constructs the DLA according to well-developed instructional design criteria, provides the Tutorial Center with the written material for the DLA, and the Tutorial Center in conjunction with the instructor trains the tutors who will help the student assess their work on the DLA in the Tutorial Center. The course syllabus will require 8 or more such DLAs during the course.

The use of DLAs increases student use of the Tutorial Center for tutoring beyond the DLAs, provides funding for the Tutorial Center, integrates supplemental instruction closely with courses, and can provide a method for increasing student performance on the measurable course SLOs.

Chaffey College has successfully implemented a DLAs program in their Mathematics Success Center.

*Instruction Design Criteria*

- The language of the activity clearly connects to the course assignments, objectives, and/or outcomes.
- The tutor and Tutorial Center are an essential component of the activity.
- The classroom instructor’s directions guide a significant portion of the activity. The tutor mainly functions to review and enhance the learning experience.
- The activity clearly indicates how the outcome will be further developed through classroom instruction.
- The goal of the activity is the development of skills and strategies rather than the mere completion of exercises.
Using Rubrics to Clarify Expectations for Work in Mathematics and Enhance Success

For more in-depth assessment and the assessments associated with grading, it is important to clearly state what you expect and then to link those expectations to the Student learning outcomes. Many mathematics faculty have accomplished detailing this clear communication of criteria through writing rubrics that detail each aspect of the assignment. Creating a rubric to grade work becomes essential when using common exams or embedded questions. This allows the faculty to judge the work by the same standards.

As an example, take a look at the following mathematics rubrics, from the Barstow College Academic Skills mathematics courses. These are used to detail the criteria for scoring extended responses to mathematical assignments in order to provide specific diagnostic help to the student. The very useful and innovative aspect of these rubrics is that a student rubric is provided in order to stimulate self-evaluative thinking concerning the student’s own math abilities. Barstow has found that using these in combination has resulted in better student success overall (can we make this claim?) In addition, faculty can use these rubrics and their results to assess course SLOs for accreditation using a process called course embedded assessment (Again, look at Chapter 15). The beauty of this process is that information is provided to the student to help him or her learn and information is revealed to faculty, helping him or her to teach better. We have collected a variety of Math rubrics for a variety of assignments. They begin under Appendix 3.

Following the rubrics we will conclude with George Pólya’s 4-step problem-solving process and examine Step 4 - Looking back to be sure the answer solves the problem.
# MATHEMATICS SCORING RUBRIC: A GUIDE TO SCORING EXTENDED-RESPONSE ITEMS

## MATHEMATICAL KNOWLEDGE:
Knowledge of mathematical principles and concepts which result in a correct solution to a problem.

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>♦ shows complete understanding of the problem’s mathematical concepts and principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ uses appropriate mathematical terminology and notations including labeling answer if appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ executes algorithms and computations completely and correctly</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>♦ shows nearly complete understanding of the problem’s mathematical concepts and principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ uses mostly correct mathematical terminology and notations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ executes algorithms completely; computations are generally correct but may contain minor errors</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>♦ shows some understanding of the problem’s mathematical concepts and principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ uses some correct mathematical terminology and notations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may contain major algorithmic or computational errors</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>♦ shows limited to no understanding of the problem’s mathematical concepts and principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may misuse or fail to use mathematical terminology and notations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ attempts an answer</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>♦ no answer attempted</td>
<td></td>
</tr>
</tbody>
</table>

## STRATEGIC KNOWLEDGE:
Identification and use of important elements of the problem that represent and integrate concepts which yield the solution (e.g., models, diagrams, symbols, algorithms).

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>♦ identifies all important elements of the problem and shows complete understanding of the relationships among elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ shows complete evidence of an appropriate strategy that would correctly solve the problem</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>♦ identifies most important elements of the problem and shows a general understanding of the relationships among them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ shows nearly complete evidence of an appropriate strategy for solving the problem</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>♦ identifies some important elements of the problem but shows only limited understanding of the relationships among them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ shows some evidence of a strategy for solving the problem</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>♦ fails to identify important elements or places too much emphasis on unrelated elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ reflects an inappropriate strategy for solving the problem; strategy may be difficult to identify</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>♦ no apparent strategy</td>
<td></td>
</tr>
</tbody>
</table>

## EXPLANATION:
Written explanation of the rationales and steps of the solution process. A justification of each step is provided. Though important, the length of the response, grammar, and syntax are not the critical elements of this dimension.

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>♦ gives a complete written explanation of the solution process; clearly explains what was done and why it was done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may include a diagram with a complete explanation of all its elements</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>♦ gives a nearly complete written explanation of the solution process; clearly explains what was done and begins to address why it was done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may include a diagram with most of its elements explained</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>♦ gives some written explanation of the solution process; either explains what was done or addresses why it was done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ explanation is vague, difficult to interpret, or does not completely match the solution process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may include a diagram with some of its elements explained</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>♦ gives minimal written explanation of the solution process; may fail to explain what was done and why it was done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ explanation does not match presented solution process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ may include minimal discussion of the elements in a diagram; explanation of significant elements is unclear</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>♦ no written explanation of the solution process is provided</td>
<td></td>
</tr>
<tr>
<td>Score Level</td>
<td>Mathematical Knowledge: (Do you know it?)</td>
<td>Strategic Knowledge: (How do you plan?)</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>♦ I get the right answer, and I label it correctly. ♦ I use math terms correctly to show I understand how math works. ♦ I compute with no errors.</td>
<td>♦ I find all the important parts of the problem, and I know how they go together. ♦ I show all the steps I use to solve the problem. ♦ I explain any work I do in my head or with a calculator. ♦ I completely show pictures, diagrams, models or computation if I use them in my plan.</td>
</tr>
<tr>
<td>3</td>
<td>♦ I use most math terms correctly and my answer is reasonable. ♦ I make minor errors in computation. ♦ I understand my mistake</td>
<td>♦ I find most of the important parts of the problem. ♦ I show a reasonable plan and most of the steps I use to solve the problem.</td>
</tr>
<tr>
<td>2</td>
<td>♦ I know how to do parts of the problem, but I make major errors in computation and get a wrong answer. ♦ I give a wrong answer or only part of the answer.</td>
<td>♦ I find some of the important parts of the problem. ♦ I show some of the steps, but my plan is not clear.</td>
</tr>
<tr>
<td>1</td>
<td>♦ I try to do the problem, but I don’t understand it. ♦ My answer is wrong and I cannot explain why.</td>
<td>♦ I find some parts of the problem. ♦ I show a plan that is limited. ♦ I show a limited number of steps I use to solve the problem. ♦ I may include unnecessary information.</td>
</tr>
<tr>
<td>0</td>
<td>♦ I don’t try to answer the problem.</td>
<td>♦ I don’t show a plan.</td>
</tr>
</tbody>
</table>

August 2007
4. **Looking back to be sure the answer solves the problem**

None of the strategies or exercises we have discussed have any value unless we solve our problem of low student success in basic skills mathematics.

**Summary**

1. **Understanding the problem** - Postsecondary students were more likely to enroll in a remedial mathematics than in a remedial reading or writing class. The failure rate in these courses is alarming. Fewer than one-half are successful on their first attempt. Remember the problem was that basic skills mathematics success was very low, 48%, and acted as a barrier to student success in college overall.

2. **Developing a plan to solve the problem** – Research shows class size plus active learning have shown to be effective. The plan was threefold: 1) Implement active and contextualized learning strategies in classes with appropriate class sizes, 2) Clearly communicate the college level competencies including student’s own responsibilities in math classes, and 3) Design a course around appropriate SLOs that align with subsequent courses.

3. **Carrying out the plan** – Add one active learning strategy to each class session. Using SLOs to direct the activities and course content student understanding and abilities need to be assessed. Several quick classroom assessment techniques were described and then rubrics were shared to assess course work. Ultimately a course and program assessment help to direct the entire process.

4. **Looking back to be sure the answer solves the problem** – Review your class outcomes. Did more students complete the class? Did more students pass the class? Review the successful programs presented in the chapter. Are there additional changes to be made to increase student involvement in the class? So how do we know if these are effective strategies? Again the answer is a type of assessment. It is assessment at a higher level, the real professional level of teaching. We look at the outcomes, examine data, and disaggregate it to look for patterns. What follows is the data collected by Skyline College on their basic skills mathematics course success, progression, and success in college level courses. It has been disaggregated by gender, age and ethnicity. Several colleges have done this and while it varies a bit from college to college, the trends obvious in these data are similar throughout the state. Recently they began to implement SLOs, assessment and a basic skills strategic plan based on these outcomes. These data will form a baseline to determine whether they have solved the problem. This model of “looking back” to see trends in longitudinal data represents an evidence based type of inquiry that has been useful in transforming problems of this nature.

So now it is up to you! Look at the data, read through the Pathways through Algebra, and be part of the group of innovative faculty that believe, based on data, if students work with us they can learn anything.
## SKYLINE COLLEGE
### Subsequent Course Enrollment, Repeat and Success Over Two Years
#### Math Course Sequence

<table>
<thead>
<tr>
<th>Term</th>
<th>Math 120</th>
<th>Math 122/123</th>
<th>Math 130, 150, 200, 201 or 241</th>
<th>None Cohort Course Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success</td>
<td>Repeat</td>
<td>Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gen</td>
<td>Perc</td>
<td>Gen</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>103</td>
<td>107</td>
<td>55.4%</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>240</td>
<td>148</td>
<td>61.7%</td>
<td>41</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>210</td>
<td>137</td>
<td>64.2%</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>210</td>
<td>134</td>
<td>63.2%</td>
<td>37</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>103</td>
<td>108</td>
<td>58.5%</td>
<td>22</td>
</tr>
<tr>
<td>Total/Average</td>
<td>1064</td>
<td>634</td>
<td>59.9%</td>
<td>184</td>
</tr>
</tbody>
</table>

### Subsequent Course Enrollment Rates

- Fall 2001: 55.4%
- Fall 2002: 61.7%
- Fall 2003: 64.2%
- Fall 2004: 63.2%
- Fall 2005: 58.5%

### Subsequent Course Repeat Rates

- Fall 2001: 23.9%
- Fall 2002: 27.3%
- Fall 2003: 30.7%
- Fall 2004: 27.4%
- Fall 2005: 26.9%

### Subsequent Course Success Rates

- Fall 2001: 75.6%
- Fall 2002: 73.6%
- Fall 2003: 67.6%
- Fall 2004: 61.2%
- Fall 2005: 74.1%

*Source: SMCCCD Data Warehouse*

**Cohort:** Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

**Subsequent Course Enrollment:** Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

**Subsequent Course Repeat:** Number of students who repeated Math 130, 150, 200, 201 or 241 one or more times during a four term period.

**Subsequent Course Success:** Number of students who subsequently enrolled in Math 120, 150, 200, 201 or 241 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

**None Cohort Course Success:** Percent of non basic skills students who enrolled and successfully completed Math 130, 150, 200, 201 or 241 during a five term period. Non basic skills students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

---

**Office of Planning, Research and Institutional Effectiveness**
Chapter 9

Subsequent Course Enrollment Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>60.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>63.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>59.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>60.0%</td>
</tr>
<tr>
<td>White</td>
<td>51.2%</td>
</tr>
<tr>
<td>Other</td>
<td>66.7%</td>
</tr>
<tr>
<td>Unreported</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

Subsequent Course Repeat Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>39.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>27.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>33.3%</td>
</tr>
<tr>
<td>White</td>
<td>23.4%</td>
</tr>
<tr>
<td>Other</td>
<td>45.5%</td>
</tr>
<tr>
<td>Unreported</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

Subsequent Course Success Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>88.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>71.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>70.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>33.3%</td>
</tr>
<tr>
<td>White</td>
<td>72.9%</td>
</tr>
<tr>
<td>Other</td>
<td>86.4%</td>
</tr>
<tr>
<td>Unreported</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Source: SMCCCD Data Warehouse

Cohort: Number of transfer, degree, certificate seeking and undecided students in each full term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

Subsequent Course Repeat: Number of students who repeated Math 130, 150, 200, 201 or 241 one or more times during a four term period.

Subsequent Course Success: Number of students who subsequently enrolled in Math 130, 150, 200, 201 or 241 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

Office of Planning, Research and Institutional Effectiveness
February 4, 2008
Chapter 9

Subsequent Course Enrollment Rates by Gender

- Female: 58.0%
- Male: 62.3%

Subsequent Course Repeat Rates By Gender

- Female: 30.6%
- Male: 27.4%

Subsequent Course Success Rates By Gender

- Female: 71.5%
- Male: 68.9%

Source: SMCCCD Data Warehouse

Note: "Unreported" students not included.

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

Subsequent Course Repeat: Number of students who repeated Math 130, 150, 200, 201 or 241 one or more times during a four term period.

Subsequent Course Success: Number of students who subsequently enrolled in Math 130, 150, 200, 201 or 241 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.

Office of Planning, Research and Institutional Effectiveness

February 4, 2008
Chapter 9

Subsequent Course Enrollment Rates by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>66.4%</td>
</tr>
<tr>
<td>23-28</td>
<td>60.2%</td>
</tr>
<tr>
<td>29-39</td>
<td>42.0%</td>
</tr>
<tr>
<td>40-49</td>
<td>55.6%</td>
</tr>
<tr>
<td>50-59</td>
<td>33.3%</td>
</tr>
<tr>
<td>Unreported</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

Subsequent Course Repeat Rates by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>33.1%</td>
</tr>
<tr>
<td>23-28</td>
<td>29.3%</td>
</tr>
<tr>
<td>29-39</td>
<td>20.0%</td>
</tr>
<tr>
<td>40-49</td>
<td>16.0%</td>
</tr>
<tr>
<td>50-59</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Subsequent Course Success Rates by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>65.8%</td>
</tr>
<tr>
<td>23-28</td>
<td>70.3%</td>
</tr>
<tr>
<td>29-39</td>
<td>80.0%</td>
</tr>
<tr>
<td>40-49</td>
<td>84.0%</td>
</tr>
<tr>
<td>50-59</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: SMCCC Data Warehouse

Note: Students age 15 to 17 and 60+ are not included.

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 120 or Math 122/123 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of students who successfully completed Math 120 or Math 122/123 and subsequently enrolled in either Math 130, 150, 200, 201 or 241 during a five term period.

Subsequent Course Repeat: Number of students who repeated Math 130, 150, 200, 201 or 241 one or more times during a four term period.

Subsequent Course Success: Number of students who subsequently enrolled in Math 130, 150, 200, 201 or 241 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same transfer course one or more times during a four term period but only the highest grade is used to calculate the course success rate.
Appendix
Chapter 9
Effective Practices in Mathematics: Specialty Supplies

Appendix 1: Pathways Through Algebra Project
Improving Student Success Rates in Elementary Algebra
Kenneth Meehan, Ph.D. and Hal Huntsman

Appendix 2: Math Study Skills Inventory

Appendix 3: Sample Rubrics
De Anza College – Barbara Illowsky
Mathematics presentations rubric
Mathematics lab work rubric
Online mathematics rubric for discussion postings
Online mathematics rubric for discussion responses

Sierra College
Developmental Math Word Problem Rubric

Appendix 4: General Scoring Rubric for Written Response Items (MDTP Project)
Appendix 1

Pathways Through Algebra Project

Improving Student Success Rates in Elementary Algebra
Kenneth Meehan, Ph.D. and Hal Huntsman

The Pathways Through Algebra Project, founded in 1998 by a group of community college mathematics faculty, has been focusing on improving the student success rates in Elementary Algebra. The following three articles provide some insight into the issues that the Pathways Project is facing. They first appeared in the Pathways Annual Report for 2003/4. The first article by Ken Meehan presents statewide data on student performance in elementary algebra and the impact and effect of some Pathways innovation projects upon success rates. The next article by Hal Huntsman summarizes the findings of a statewide survey of mathematics departments in the community colleges, specifically examining how departments are addressing the delivery of algebra instruction. The final piece, also by Huntsman, discusses the student perspective on learning algebra in the community college setting. For more information about the Pathways project contact Terrie Teegarden at tteegard@sdccd.cc.ca.us.

Table of Contents

Please click on the title or scroll down for access to each article.

Pathways Report on Student Retention and Success in Algebra in California's Community Colleges
By Kenneth Meehan, Ph.D.

Pathways State Survey on Teaching Algebra
By Hal Huntsman

Pathways Focus on Student Perspectives of Learning Algebra
By Hal Huntsman

Pathways Report on Student Retention and Success in Algebra in California's Community Colleges

Kenneth Meehan, Ph.D.

The Pathways through Algebra Project initially focused on Elementary Algebra because of the low successful course completion rates in that course throughout the California Community Colleges. The California Community Colleges Chancellor's Office defines success as the proportion of all students enrolled at the census date who earn grades of A, B, C, or Credit. Retention, or course completion, is defined as the proportion of all students enrolled at the census date who do not withdraw before the end of the class. The original analysis of statewide data from 1998-99 indicated that the average success rate throughout the system was approximately 46%.

A subsequent analysis of statewide data was conducted in the spring of 2004, examining data from the then 108 California community colleges from Spring 2001 through Fall 2003 for both elementary and intermediate algebra. Table 1 presents the retention and success rates for all colleges for each year.
Table 1. Retention and Success in Elementary and Intermediate Algebra

<table>
<thead>
<tr>
<th>Level</th>
<th>Year</th>
<th>Enrollments</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>2001</td>
<td>71,275</td>
<td>71.7%</td>
<td>47.5%</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>74,907</td>
<td>72.2%</td>
<td>49.7%</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>71,676</td>
<td>73.2%</td>
<td>49.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>217,858</td>
<td>72.4%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2001</td>
<td>60,484</td>
<td>73.1%</td>
<td>50.8%</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>63,344</td>
<td>73.2%</td>
<td>51.8%</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>62,022</td>
<td>73.7%</td>
<td>51.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>185,850</td>
<td>73.3%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

The data were subsequently disaggregated by age, gender, and race. Tables 2 through 7 present these results.

Table 2. Retention and Success in Elementary Algebra by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>296,237</td>
<td>73.5%</td>
<td>51.9%</td>
</tr>
<tr>
<td>Male</td>
<td>191,876</td>
<td>71.5%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Total</td>
<td>488,113</td>
<td>72.7%</td>
<td>49.6%</td>
</tr>
</tbody>
</table>

Table 3. Retention and Success in Elementary Algebra by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or younger</td>
<td>186,295</td>
<td>74.4%</td>
<td>46.3%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>152,736</td>
<td>70.6%</td>
<td>46.4%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>51,666</td>
<td>72.4%</td>
<td>54.7%</td>
</tr>
<tr>
<td>30 - 34</td>
<td>32,026</td>
<td>73.2%</td>
<td>57.7%</td>
</tr>
<tr>
<td>35 - 39</td>
<td>24,054</td>
<td>73.3%</td>
<td>59.0%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>32,449</td>
<td>73.2%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>
Table 4. Retention and Success in Elementary Algebra by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>48,650</td>
<td>66.3 %</td>
<td>40.2 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>5,138</td>
<td>69.5 %</td>
<td>44.4 %</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>55,402</td>
<td>76.1 %</td>
<td>54.8 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>167,906</td>
<td>71.5 %</td>
<td>46.8 %</td>
</tr>
<tr>
<td>Other (Non-white)</td>
<td>9,652</td>
<td>72.2 %</td>
<td>47.9 %</td>
</tr>
<tr>
<td>White</td>
<td>180,292</td>
<td>74.5 %</td>
<td>53.5 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>467,040</strong></td>
<td><strong>72.7 %</strong></td>
<td><strong>49.6 %</strong></td>
</tr>
</tbody>
</table>

Table 5. Retention and Success in Intermediate Algebra by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>237,711</td>
<td>75.2 %</td>
<td>54.8 %</td>
</tr>
<tr>
<td>Male</td>
<td>177,048</td>
<td>73.2 %</td>
<td>50.1 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>414,759</strong></td>
<td><strong>74.3 %</strong></td>
<td><strong>52.8 %</strong></td>
</tr>
</tbody>
</table>

Table 6. Retention and Success in Intermediate Algebra by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or younger</td>
<td>171,469</td>
<td>76.9 %</td>
<td>52.5 %</td>
</tr>
<tr>
<td>20 - 24</td>
<td>147,780</td>
<td>71.7 %</td>
<td>49.0 %</td>
</tr>
<tr>
<td>25 - 29</td>
<td>40,236</td>
<td>73.0 %</td>
<td>56.0 %</td>
</tr>
<tr>
<td>30 - 34</td>
<td>20,823</td>
<td>73.7 %</td>
<td>59.3 %</td>
</tr>
<tr>
<td>35 - 39</td>
<td>13,608</td>
<td>74.5 %</td>
<td>61.5 %</td>
</tr>
<tr>
<td>40 - 49</td>
<td>17,299</td>
<td>75.2 %</td>
<td>63.3 %</td>
</tr>
</tbody>
</table>
Table 7. Retention and Success in Intermediate Algebra by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Enrollment</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>28,139</td>
<td>68.1 %</td>
<td>42.5 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>3,833</td>
<td>70.0 %</td>
<td>47.0 %</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>63,675</td>
<td>77.7 %</td>
<td>57.0 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>123,875</td>
<td>72.0 %</td>
<td>48.6 %</td>
</tr>
<tr>
<td>Other (Non-white)</td>
<td>8,859</td>
<td>73.9 %</td>
<td>52.5 %</td>
</tr>
<tr>
<td>White</td>
<td>166,058</td>
<td>75.9 %</td>
<td>56.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>394,429</strong></td>
<td><strong>74.3 %</strong></td>
<td><strong>52.7 %</strong></td>
</tr>
</tbody>
</table>

The initial analysis of the statewide data revealed significant differences by gender, age, and race and those differences persist through the most recent analyses. Females have significantly higher success rates than males, older students achieve higher success rates than younger students, and whites and Asians outperform African-American, American Indian and Hispanic students. These results echo those of other studies that indicate that the most at-risk population is young, male students of color.

**Impact of Pathways Interventions**

In a series of pilot studies, the Pathways through Algebra project attempted several interventions to address the lack of success in elementary algebra. The three interventions consisted of (1) a computer assisted course, (2) a math study center, and (3) a math study skills course. The intervention groups were matched with other elementary algebra classes taught in traditional fashion. Table 8 presents the results of the intervention through examination of success rates.

Table 8. Success Rates for Intervention and Control Elementary Algebra Classes

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Intervention Classes</th>
<th>Control Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Assisted</td>
<td>44.1 %</td>
<td>48.6 %</td>
</tr>
<tr>
<td>Study Center</td>
<td>60.3 %</td>
<td>39.2 %</td>
</tr>
<tr>
<td>Study Skills</td>
<td>66.7 %</td>
<td>53.6 %</td>
</tr>
</tbody>
</table>

Chapter 9 34
The results are mixed but promising. For two of the interventions, the classes participating in the intervention significantly outperformed the control classes, while the computer assisted class had a slightly lower success rate. Refinements to the initial interventions have been made after examining the pilot results.

Dr. Kenneth Meehan is the Director of Institutional Research at Fullerton College and the senior researcher for the Center for Student Success for the Algebra Pathways Project.

Pathways State Survey on Teaching Algebra
Hal Huntsman

During Spring 2004, Pathways asked every community college in California to answer a simple survey about elementary and intermediate algebra. We received 68 responses, 61 of which were from separate institutions (out of the possible 109). The data are rich and this report is a first attempt to draw inferences from it.

Summary
Our survey responses suggest that at least 50% of elementary and intermediate algebra courses are taught by part-time faculty. In addition, the survey shows there are many instructors and institutions developing new and innovative ideas with the goal of improving algebra student success. On the other hand, there are barriers to the success of new initiatives:

- Lack of resources;
- Institutional and, perhaps more significantly, departmental resistance;
- Lack of access to data with which to analyze their approaches.

Half Part-Time Faculty

According to the data, full-time instructors teach less than 50% of the elementary and intermediate algebra classes, state-wide. Thus, if we are going to have a real impact on the success of our algebra students, oft-neglected part-time instructors must receive professional development and access to data at least equivalent to that given full-time faculty.

Of the 61 schools responding, 37 report they are using an alternative approach to teaching algebra. Evergreen College is experimenting with four or five different programs—some aimed at specific demographic groups—but all designed to connect learners with math in more and different ways than traditional lecture courses do. The attempt to create context and increase student motivation to learn math has been taken even further by instructors at the College of San Mateo and Orange Coast College, who have independently developed entirely new curricula. Other alternative approaches include:

- Required tutoring lab hours;
- Computer-assisted instruction combined with traditional lecture;
- Collaborative learning;
- Elementary algebra offered as a two-semester sequence;
- Learning communities with study skills or English courses;
• Graphing calculators in the classroom;
• A "reformed" style curriculum.

The number and range of these approaches should encourage us. A crucial next step is to identify what is working best, for what kinds of students and for what kinds of instructors.

**Additional Resources Needed**

Respondents report that they need the following things to help them improve student success:

• More tutoring;
• More time to cover topics;
• Better prepared/motivated students;
• More support—time, money, and other resources;
• Smaller classes;
• Training in alternative teaching techniques;
• More and better communication among faculty and between faculty and administrators;

These points coincide with the responses to the survey's question about institutional support for change in the department and classroom, responses that boil down to two issues:

• Institutional talk supporting change is common, but resource allocation to enable that change is less so. Resources include, but are not limited to, resources for tutors, release time for curricular development, classroom allocation, resources for professional conferences, and reduced class size.
• Resistance to (or at least lack of support for) curricular and pedagogical innovation can come both from a college's administration and from within the math department. Often the intradepartmental opposition is the more intractable and results in marginalization of faculty committed to improving instruction.

These data suggest that enabling change requires both resources and dialog. Innovators need to be talking with their colleagues both within their departments and within their institutions as a whole; consensus must be built so that support for good teaching and programs comes in the form of both resources and institutional and departmental validation.

**Lack of Clear Data and Accurate Communication**

Lack of communication and information within institutions and departments is also the likely explanation for the surveys we received from the six institutions from which we received multiple responses. None of the multiple responses give consistent answers to all questions. There is disagreement even about seemingly straightforward things, such as how many sections of elementary or intermediate algebra are offered at that college. More to the point, faculty at the same institutional seem to be unaware of the new approaches their colleagues in the same department—not to mention in the district, state, and nation—are developing. Access to institutional data is an especially acute issue at smaller colleges without full-time research officers.
Pathways sees this survey and its results as a first pass at the issues and we welcome your comments and questions regarding this write up. You can e-mail Hal Huntsman at shuntsma@ccsf.edu or Terrie Teegarden at tteegard@sdcdd.cc.ca.us. We look forward to the continuing dialogue.

If you would like to see a copy of the survey we used and/or would like to see the results in more detail please go to: http://research.ccsf.edu/Sample/PathWays.asp.

Hal Huntsman is a Certified Developmental Specialist, the Math Lab Coordinator at City College of San Francisco (CCSF), and the newest member of the Pathways team.

1 25 of 61 institutional surveys were completed by a known department chair or division dean. The other 36 were completed by regular classroom instructors.

Pathways Focus on Student Perspectives of Learning Algebra

Hal Huntsman

Student feedback can be an important source of ideas to increase algebra success. With that in mind, Pathways conducted a series of student focus groups: April 22, 2004, at Laney College; June 11, 2004 at Southwestern College; and April 30, 2004, with students from the Delano Campus of Bakersfield College. This last group also presented their thoughts to faculty and administrators at the Spring Pathways conference.

What do students say when asked what teachers should (and shouldn't) do to help them learn algebra? Asking this question and listening carefully to the answers highlighted an important fact for me: too often we as teachers do not listen to our students. Too often the focus in our classrooms is on the teacher, not the student, and as a result, we don't hear the students.

Math Fears and Anxieties

What I heard them say was that even though they are "intimidated by math and math teachers," they want to learn and they want their instructors to connect with them. Students feel that teachers forget how hard it was to learn this material the first time and that too often instructors don't understand how their students feel. One student suggested that she would like her instructors to research the high schools and the community so that they "understand the kinds of schools we come from, how much we know, and what kind of culture we live in." Many students stressed the need for teachers to be patient and not to "show frustration when we're not getting it." They feel as though their teacher doesn't care if they hear a comment like "you should already know this" or if the teacher "explains the problem once and then sends us away." They especially don't want to be embarrassed in front of the class, and even very subtle comments about grades or progress can fall into that category. In addition, teachers should be careful about the use of sarcasm; many students—particularly non-native English speakers—miss the tone of voice and absorb the words, thereby creating bad feelings and barriers to learning. Making Algebra More Interesting

There were many suggestions about how to make math more interesting, easier to learn and less confusing. Students want teachers to "help us get involved. Small groups, games with competition,
helping each other learn—things like that keep us interested, not falling asleep." Along with that, "teachers need to pay attention to whether a class is getting it or not. If the class is understanding, the teacher needs to move on. If they aren't getting it, the teacher should slow down." They recommend using "step-by-step" descriptions of material and avoiding explanations that differ too much from the book. Of equal importance, students would like instructors to "answer questions as soon as you can, [because] when I get put off too long, I forget my question and lose track of why I asked in the first place." Students also say they learn better when homework is assigned, turned in, and graded every day. They like frequent reviews and quizzes, as well as shorter tests more often, and when pushed for specifics recommended testing as often as once a week. Finally, some students complain that "our teacher uses too many hard words and the book does it, too. It's even worse when English isn't your first language."

Instructor Preparation

There was another whole category of comments regarding instructor preparation, a topic that came out spontaneously from the students: "We can tell when teachers aren't ready for class and it feels like they're just wasting our time. We feel disrespected." They want teachers to be prepared for class, ready with examples and activities. Students even suggested that "teachers should get together and share what kinds of things work," a great idea if we at Pathways ever heard one.

Diverse Student Profile

The students who made these comments are remarkably varied. For example, the Laney group had several students who had repeated Elementary Algebra, sometimes more than once. They were African-American, Asian, Latina/o/a, Caucasian. They struggled and they sought help, but in some cases were turned off by teachers and tutors that "run from you," "act above," and "don't really want to help." When that happens, they stop seeking help from those sources. Despite these obstacles, all these students tried again; they persisted, piecing together whatever help they could get from friend, classmates, and the teachers who show that they care.

On the other hand, the students from Bakersfield College are mostly successful math students, some of whom want to become teachers. Their campus didn't have tutors available until recently, and when they struggle they have learned to rely on each other. As a result, they are a tightly knit group of women and men who help each other translate their texts and notes and teachers into Spanish, help each other with concepts, and share their troubles and successes and ideas. Their parents are proud of them and don't want their children to be field-working "mules" like they are. And despite all this, these students thought of themselves as "average," a feeling my fellow interviewer and I explicitly questioned, in the hope that they might see how very extraordinary they are.

Underlying all the students' comments and stories were the desires to be heard, to be respected, to have teachers that care about them, and to learn—something they think they can do if given the opportunity and encouragement. Hearing these desires is an important first step toward meeting them.

*Hal Huntsman is a Certified Developmental Specialist, the Math Lab Coordinator at City College of San Francisco (CCSF), and the newest member of the Pathways team.*
Appendix 2
Student Self-assessment

Math Study Skills Inventory

Rate your achievement of the following statements by placing a 3 for almost always, 2 for sometimes, and 1 for almost never. If you have never even thought about doing what the statement says, put a 0.

Selecting a math class
1. I schedule my math class at a time when I am mentally sharp.
2. When I register for a math class, I choose the best instructor for me.
3. If I have a choice, I select a math class that meets three or four days a week instead of one or two.
4. I schedule the next math class as soon as possible after I have completed the current course.
5. I am sure that I have signed up for the correct level math course.

Time and place for studying math
6. I study math every day.
7. I try to get my math homework immediately after math class.
8. I have a specific time to study math.
9. I have a specific place with few distractions to study math.
10. I get my math homework in the lab where I can get help.
11. I am careful to keep up to date with math homework.
12. I study math at least 8 to 10 hours a week.

Study strategies for math class
13. I read my textbook before I come to class.
14. If I have trouble understanding the text, I find an alternate text.
15. I take notes in math class.
16. I am careful to copy all the steps of math problems in my notes.
17. I ask questions when I am confused.
18. I go to the instructor or lab when I am confused.
19. I try to determine exactly when I got confused and exactly what confused me.
20. I review my notes and text before beginning homework.
21. I work problems until I understand them, not just until I get the right answer for homework.
22. I use flashcards for formulas and vocabulary.
23. I develop memory techniques to remember math concepts.
Math tests

24. I preview the test before I begin.
25. Before I begin the test, I make notes on things such as formulas that I might need.
26. I begin with the easy questions first.
27. I take the full amount of time allotted for the test.
28. I carefully check or rework as many problems that I have time to before I turn in my test.
29. When tests are returned, I keep a log of the types of mistakes I make on tests: concept errors, application errors, or careless errors.
30. I keep up to date so that I don't have to cram the night before a test.

Anxiety

31. I believe that I can succeed in math class.
32. I have study partners in my math class.
33. I take practice tests.
34. I know several good relaxation techniques.

TOTAL SCORE

Scoring:
Total the scores from all 34 statements.

If your score is 90 - 103, give yourself an A. You are using the study skill you need in order to be successful in math.

If your score is 80 - 89, give yourself a B. You are using good math study skills. Choose a few strategies to work on each day, and you are well on your way to an A.

If your score is 70 - 79, give yourself a C. Your study skills are average. If you want an A, choose one or two strategies in each category to work on until you are using most of the strategies described above.

If you score is below 70, you are probably having a difficult time in math class. Math may not be your trouble! More than likely, your main problem is the study strategies you are using (or not using). Make yourself do the things on the list above.

This information can be found on page 117 of The Study Skills Workbook, third edition, by Dr. Carolyn H. Hopper.
Appendix 3 : Sample Rubrics

De Anza College – Barbara Illowsky
   Mathematics presentations rubric
   Mathematics lab work rubric
   Online mathematics rubric for discussion postings
   Online mathematics rubric for discussion responses

Sierra College
   Developmental Math Word Problem Rubric
The following is an example of a rubric Barbara Illowsky of De Anza College uses to grade take home projects and math labs including presentations as part of the work.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key concepts</strong></td>
<td>The answers fully demonstrate that the student(s) understands the key concepts.</td>
<td>The answers mostly demonstrate that the student(s) understands the key concepts.</td>
<td>The answers somewhat demonstrate that the student(s) understands the key concepts.</td>
<td>The answers do not demonstrate that the student(s) understands the key concepts.</td>
</tr>
<tr>
<td><strong>Mathematics language</strong></td>
<td>The project includes mathematical terminology, notation, and labeling of units when appropriate.</td>
<td>The project mostly includes mathematical terminology, notation, and labeling of units when appropriate.</td>
<td>The project includes some mathematical terminology, notation, and labeling of units when appropriate.</td>
<td>The project misuses mathematical terminology or notation or does not label units when appropriate.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td>The project shows complete evidence of appropriate strategies for solving the problem.</td>
<td>The project shows nearly complete evidence of appropriate strategies for solving the problem.</td>
<td>The project shows some evidence of appropriate strategies for solving the problem.</td>
<td>The project shows no evidence of using appropriate strategies for solving the problem.</td>
</tr>
<tr>
<td><strong>Algorithms and computations</strong></td>
<td>There are no significant factual errors and/or misconceptions in the algorithms or calculations.</td>
<td>There are only minor computational errors. There are no misconceptions in the algorithms.</td>
<td>There are some computational errors or misconceptions in the algorithms.</td>
<td>Most of the project shows computational errors and misconceptions in the algorithms.</td>
</tr>
<tr>
<td><strong>Writing mechanics</strong></td>
<td>Non-numerical answers are written in complete sentences, explaining what was done and why it was done.</td>
<td>Non-numerical answers are mostly written in complete sentences, explaining what was done and somewhat addressing why it was done.</td>
<td>Non-numerical answers are occasionally written in complete sentences. Explanations are vague.</td>
<td>Non-numerical answers are not written in complete sentences. Explanations are difficult to interpret.</td>
</tr>
<tr>
<td><strong>College level presentation</strong></td>
<td>Graphs are constructed accurately, including measuring and scaling, labeling of axes, straight lines (when applicable), and neatly. AND The project is neatly presented and organized. AND The project is turned in by the first 5 minutes of class on the due date. AND The papers are stapled (if more than 1 paper).</td>
<td>Graphs are accurately drawn but missing labeling. Labeling is included, but scaling is not accurate. Graphs are still neatly drawn. OR The project is fairly neatly presented and organized. OR The project is turned in by the end of class on the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
<td>Graphs are missing many of the required parts or are not neat. OR The project is not neatly presented or not organized. OR The project is completed and turned in by the end of the day on the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
<td>Graphs are drawn without straight edges (when applicable), are messy, are not accurate, or do not reflect the data or distribution. OR The project is neither neatly presented nor organized. OR The project is turned in after the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
</tr>
</tbody>
</table>
The following is an example of a rubric Barbara Illowsky of De Anza College uses to grade take home projects of 3-5 days work.

### Grading Rubric for Math Labs – 30 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Max</th>
<th>Key concepts</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The answers fully demonstrate that the student(s) understands the key concepts.</td>
<td>The answers mostly demonstrate that the student(s) understands the key concepts.</td>
<td>The answers somewhat demonstrate that the student(s) understands the key concepts.</td>
<td>The answers do not demonstrate that the student(s) understands the key concepts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Max</th>
<th>Detail and facts</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The answers include full and adequate detail and have no significant factual errors and/or misconceptions.</td>
<td>The answers include some detail or have only minimal significant factual errors and/or misconceptions.</td>
<td>The answers include some detail and have only minimal significant factual errors and/or misconceptions.</td>
<td>The answers do not provide adequate detail and have several significant factual errors and/or misconceptions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Max</th>
<th>Writing mechanics</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Non-numerical answers are written in complete sentences, with proper grammar.</td>
<td>Non-numerical answers are written mostly in complete sentences, with proper grammar.</td>
<td>Non-numerical answers are occasionally written in complete sentences, with proper grammar in some places.</td>
<td>There are several incomplete sentences, cases of poor grammar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Max</th>
<th>College level work</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Graphs are constructed accurately, including measuring and scaling, labeling of axes, straight lines (when applicable), and neatly. AND The lab is neatly presented and organized. AND The lab is turned in by the first 5 minutes of class on the due date. AND The papers are stapled (if more than 1 paper).</td>
<td>Graphs are accurately drawn but missing labeling. OR, labeling is included, but scaling is not accurate. Graphs are still neatly drawn. OR The lab is fairly neatly presented and organized. OR The lab is turned in by the end of class on the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
<td>Graphs are missing many of the required parts or are not neat. OR The lab is not neatly presented or not organized. OR The lab is completed and turned in by the end of the day on the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
<td>Graphs are drawn without straight edges (when applicable), are messy, are not accurate, or do not reflect the data or distribution. OR The lab is neither neatly presented nor organized. OR The lab is turned in after the due date. OR The papers are NOT stapled (if more than 1 paper).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These final rubrics from Barbara Illowsky of De Anza College is used to grade online discussions for an online math class.

Grading Rubric for Initial Discussion Posting – 5 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>The posting demonstrates that the student understands the key concepts.</td>
<td>The posting somewhat demonstrates that the student understands the key concepts.</td>
<td>The posting does not demonstrate that the student understands the key concepts.</td>
</tr>
<tr>
<td>Complete-ness</td>
<td>The posting includes examples when appropriate and has adequate detail.</td>
<td>The posting includes some examples and some detail.</td>
<td>The posting neither includes examples when appropriate nor does it provide adequate detail.</td>
</tr>
<tr>
<td>Detail and facts</td>
<td>The posting has no significant factual errors and/or misconceptions.</td>
<td>The posting has a few significant factual errors and/or misconceptions.</td>
<td>The posting includes many factual errors and/or misconceptions.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The posting is written in complete sentences and with proper grammar.</td>
<td>Most of the posting is written in complete sentences and with proper grammar.</td>
<td>There are several incomplete sentences and cases of poor grammar.</td>
</tr>
<tr>
<td>Deadline and length</td>
<td>The posting is completed on time and with a minimum of 100 words.</td>
<td>The posting is completed one to two days late or has fewer than 100 words.</td>
<td>The posting is more than 2 days late and/or has significantly fewer than 100 words.</td>
</tr>
</tbody>
</table>
## Grading Rubric for Discussion Response – 5 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection</td>
<td>The response concretely connects with the original posting.</td>
<td>The response somewhat connects with the original posting.</td>
<td>The response does not connect with the original posting.</td>
</tr>
<tr>
<td>Significance</td>
<td>The response adds significantly to the original posting.</td>
<td>The response adds somewhat to the original posting.</td>
<td>The response does not add to the original posting.</td>
</tr>
<tr>
<td>Contribution</td>
<td>The response contributes good suggestions to expand or improve the original posting.</td>
<td>The response contributes fair suggestions to expand or improve the original posting.</td>
<td>The response does not contribute good suggestions to expand or improve the original posting.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The response is written in complete sentences and with proper grammar.</td>
<td>Most of the response is written in complete sentences and with proper grammar.</td>
<td>There are several incomplete sentences and cases of poor grammar.</td>
</tr>
<tr>
<td>Deadline and length</td>
<td>The posting is completed on time and with a minimum of 50 words.</td>
<td>The posting is completed one to two days late or has fewer than 50 words.</td>
<td>The posting is more than 2 days late and/or has significantly fewer than 50 words.</td>
</tr>
</tbody>
</table>
Math Rubric Sierra College

DEVELOPMENTAL MATH WORD PROBLEM RUBRIC

Give one point to each blank (10 points)

1) VARIABLE STATEMENT
   _____ Statement has enough detail to be interpreted easily.
   _____ Statement is a statement and not a question.
   _____ Statement is assigned a variable.

2) EQUATION
   _____ Equation includes correct parentheses.
   _____ Equation is written in correct order.
   _____ Equation is assigned a variable.

3) COMPUTATION AND SOLUTION
   _____ Math is done correctly to arrive at the correct answer.
   _____ Answer is correct even though equation is wrong.
   _____ Answer has correct units.
   _____ Answer is assigned a variable.

EVALUATOR ________________________________

Pre Score ____________   Post Score ____________
Date ____________               Date ____________

EVALUATOR ________________________________

Pre Score ____________   Post Score ____________
Date ____________               Date ____________
Sierra College

General Math

(Rubric is put in instructor's syllabus for math work in general)

Student work in this course will be evaluated according to the following 5-point standard scale.

5  Excellent; Completely achieves all of the purposes of the task; Demonstrates full understanding without any deficiencies
4  Good; Adequately achieves all of the purposes of the task; Demonstrates understanding with some minor deficiencies
3  Satisfactory; Adequately achieves many of the purposes of the task; Demonstrates some understanding with some deficiencies
2  Unsatisfactory; Inadequately achieves the purposes of the task; Demonstrates partial understanding with fundamental deficiencies
1  Inadequate; Inadequately achieves the purposes of the task; Demonstrates little understanding with major deficiencies
0  Unacceptable; Purposes of the task are not accomplished; Unable to demonstrate understanding
Appendix 4
General Scoring Rubric for Written Response Items

The Mathematics Diagnostic Testing Project (MDTP), a joint project of the University of California and the California State University Systems, produces written response items as well as multiple-choice diagnostic and placement tests for middle and high schools, community colleges, and the two systems. Over the last decade, they have produced a general rubric for written response items and implementations of the rubric for specific written response items. Included below are the "General Scoring Rubric for Written Response Items" along with the teacher’s version of a pre-algebra level written response item called "Island" including its Essence statement and rubric.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>0</td>
<td>Either the work is not attempted (i.e., the paper is blank), or the work is incorrect, irrelevant, or off task. The response may minimally interpret or re-state the problem, but does not go beyond that.</td>
</tr>
<tr>
<td>Minimal</td>
<td>1</td>
<td>The response demonstrates only a minimal understanding of the problem posed and a reasonable approach is not suggested. Although there may or may not be some correct mathematical work, the response is incomplete, contains major mathematical errors, or reveals serious flaws in reasoning. Requested examples may be absent or irrelevant.</td>
</tr>
<tr>
<td>Partial</td>
<td>2</td>
<td>The response contains evidence of a conceptual understanding of the problem in that a reasonable approach is indicated. However, on the whole, the response is not well developed. Although there may be serious mathematical errors or flaws in reasoning, the response does contain some correct mathematics. Requested examples provided may fail to illustrate the desired conclusions.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>3</td>
<td>The response demonstrates a clear understanding of the problem and provides an acceptable approach. The response also is generally well developed and presented, but contains omissions or minor errors in mathematics. Requested examples provided may not completely illustrate the desired conclusions.</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>The response demonstrates a complete understanding of the problem, is correct, and the methods of solution are appropriate and fully developed. The response is logically sound, clearly written, and does not contain any significant errors. Requested examples are well chosen and illustrate the desired conclusions.</td>
</tr>
</tbody>
</table>
EXPLANATORY NOTES
(1) Rubrics for specific items should always be used with this general rubric and the following notes about specific rubrics.

(2) The following excerpt from MDTP Guidelines for The Preparation of Written Response Mathematics Questions provides a context for this general rubric. The statement of the question should be explicit and clear. The extent to which students are to discuss their reasoning and results should be explicit. The extent to which students are to provide examples, counterexamples, or generalizations should also be clearly stated.

(3) Although the categories in the General Scoring Rubric are meant to indicate different levels of understanding and accomplishment, teachers should expect that some student responses may be on the boundary between two categories and may be scored differently by different teachers.

(4) Teachers may wish to designate some outstanding responses in the Excellent category as exemplars.

NOTES EXPLAINING HOW TO USE SPECIFIC ITEM RUBRICS
Scoring of written responses is to be based upon both the correctness of the mathematics and the clarity of the presentation. In scoring, do NOT “mind read” the presenter; instead only grade the presentation. Grade each response on the actual mathematics written and on the quality of the presentation of that mathematics. Unexecuted recipes or prescriptions should receive minimal credit. The specific scoring rubric for an item outlines the mathematical development necessary for the given scores. In addition to the formal mathematics, it is essential that students “show their work” and clearly present their methodology. The evaluation of each response should be based in part upon its organization, completeness, and clarity. A score of 1 or 2 may in some cases be based simply upon the mathematics called for in the rubric. Scores of 3 and 4 require effective presentation as well as appropriate mathematics. The mathematics called for in specific rubrics is necessary, but not sufficient, for these scores.
A large inhabited island has a total land area of 20,000 square miles. Each person on the island requires an average of 2 square miles of “living space” for housing, food production, and other activities. The population doubles every 30 years. In the year 1990 the population of the island was 400 people.

A. What will the population be in the year 2020? What will the population be in the year 2050?

B. Estimate the year when there will be 6,000 people on the island. Show the work that leads to your estimate.

C. Estimate the year when the needs of the population will exceed the available living space. Show your work and explain how you arrived at your estimate.
Island Essence Statement  
*Algebra Readiness: Exponents and Square Roots; Scientific Notation*  
The task is to use population growth information to determine the population of an island at two specific times and to estimate the years in which the population will reach specific levels, one of which is the year when the needs of the population exceed the living space. Both estimates must be supported by explanations. To fully accomplish the task, student work must be correct and clearly presented.

- To find the population in the years 2020 and 2050, student work will show that the population at those times will be 800 people and 1,600 people respectively.

- To find the year when there will be 6,000 people on the island, student work will show that this will occur between the interval 2080 and 2110—but much closer to 2110. (Some student work may show beginning conceptualization of linear interpolation to reach this estimate.)

- To find the year when the needs of the population exceed the available living space, student work will demonstrate an understanding that the island can support only 10,000 inhabitants and show that the needs of the population will exceed island space between the years 2110 and 2140 but closer to 2140.

**POSSIBLE EXTENSIONS FOR CLASS ACTIVITY:**
Discuss the assumptions about population growth that are built into the above problem. What are some of the factors that could alter this rate of growth and how could it be altered?

Discuss and explore exponential growth, possibly graphing some examples of this function.  
(E.g., let living space = 1.6 square miles, let doubling time = 50 years, etc.)

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9 Calculation using an exponential growth model puts the time at the year 2107.
10 Calculation using an exponential growth model puts the time at the year 2129.
For a complete response: express your thinking in words; label any figures you draw; identify any formulas you use; make clear the source of any numbers you use.

A large inhabited island has a total land area of 20,000 square miles. Each person on the island requires an average of 2 square miles of “living space” for housing, food production, and other activities. The population doubles every 30 years. In the year 1990 the population of the island was 400 people.

A. What will the population be in the year 2020? What will the population be in the year 2050?

B. Estimate the year when there will be 6,000 people on the island. Show the work that leads to your estimate.

C. Estimate the year when the needs of the population will exceed the available living space. Show your work and explain how you arrived at your estimate.

RUBRIC
Notes:
• For a score of 2 or 3, an acceptable estimate in response to Part B must lie in the interval \(2095 \leq \text{estimate} \leq 2110\); however, for a score of 4, 2110 is NOT acceptable. Acceptable estimates for Part C must lie in the interval \(2125 \leq \text{estimate} \leq 2139\).

• For a score of 2 or 3 minor arithmetic or transcription errors may be present in the work for Part B or C.

Score Description
1  Correct numerical answers for both parts of Part A
   OR
   correct numerical answer for one part of Part A and the correct value given for island’s population capacity.
2  Correct numerical answers for both parts of Part A and an acceptable estimate for Part B or C with clear presentation of work
   OR
   acceptable estimates for Parts B and C with clear presentation of work.
3  Correct numerical answers for both parts of Part A and acceptable estimates for Parts B and C with presentation of work which may be only partially adequate
   OR
   except for the estimate for Part C, everything correct and supported by an adequate presentation of work.
4  Correct numerical answers to both parts of Part A and acceptable estimates for Parts B and C with clear presentation of work.

Note: See General Scoring Rubric for Written Response Items for further guidelines.

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Chapter 10

Effective Practices in Reading: Specialty Supplies

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PART I: THE READING PROCESS

Most of us who teach are also good readers and take for granted the processes we actually engage in to make meaning from text. It’s like walking – something that seems simple to many of us, yet if you’ve ever had a serious leg injury and are trying to recover your facility with a task you once accomplished without thinking, you know that it involves many difficult steps. Reading teachers lead basic skills students through this arduous task, but those who teach other subjects may not appreciate all that is involved. Let’s begin by reviewing the steps required for successful reading. If you are already more than familiar with them, you may want to skip ahead to the effective practices portion of this chapter.

“Reading is a complex process.”¹ It begins with a process called decoding, which is making meaning from printed text. The decoding process includes the following steps:

- Eyes move across the printed page and register word forms.
- The words are recognized by the brain.
- The brain assigns meaning to those words,
- The words are fitted together into grammatical sentences (syntax) that make sense and have meaning.

For reading to be complete, however, comprehension must follow. To comprehend the reader must:

- Use syntactical information (the organization of words in sentences) to determine sentence meaning, often using inferences and background knowledge to make meaning.

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• Relate the meaning of the sentence to all previous sentences, and input the overall meaning to the brain, again using inference and background knowledge.

• “Decide what to do with this information”

An easy way to think about this is to realize that reading and listening are similar communication events. In each case, the individual receives and makes meaning from a message. In reading, the message is in print and must be decoded. In listening, the message is auditory. In both cases the receiver must comprehend the message.

In reading, decoding and comprehension are closely related and problems for the reader can develop in either one or both processes. A simple example of this occurs in reading classes. As a reading teacher, you know the typical answers you might receive if you ask students what they do when they encounter a word that they do not know. If you are not a reading teacher, but are perusing this chapter to learn about how you can help the students in your discipline read better, put down this handbook and conduct an experiment. Ask them. You might be surprised to hear students reply: “I skip the word” or “I stop to look it up in the dictionary,” or very commonly for non-native speakers of English, “Look it up in the dictionary and then translate it into my first language.”

Perhaps you’re pleased to hear this, but think about how much time this takes. When asked how this process affects their reading, students will often reply, “It makes it too difficult to understand.” “It slows me way down,” and when they learn the language of reading they will say, “It hurts my comprehension.” Thus the inability to assign meaning to a word directly affects the comprehension of the entire reading. If you consider the general academic vocabulary that students must master in college and add to that the vocabulary specific to a discipline, you can see that vocabulary is vital for comprehension.

To truly read and make meaning, the reader must be skilled at both decoding and comprehension. As readers become more skilled, they rely less on decoding skills and more on mental structures around comprehension and meaning making. Students learn a great amount of their reading skills from kindergarten to third grade where there is considerable focus on literacy. After third grade the emphasis changes from “learning to read” to “reading to learn.” Little formal instruction on improving reading skills occurs after that time except in learning to read literature. Academic reading ability is just expected to grow as students progress through high school. If this growth does not occur, it may explain why many of our community college students lack skill in college level academic reading. As

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3 ibid
students get into classes with more sophisticated vocabulary and meaning, we often fail to teach them to learn to read a particular discipline-specific language to gain discipline-specific meaning.

The question is: how best to improve academic reading in community college students? Reading instructors generally hold that adult learners improve reading best by reading actual material relevant to a class, rather than through isolated and repetitive skill exercises and memorization. The skilled teacher uses authentic reading experiences to instruct and enhance skills in decoding and comprehension. That typically means using actual college texts or reading material. What is really important for students is that we, as instructors, make very explicit what these decoding and comprehension processes are, how successful readers use them, and then give the learner plenty of opportunity to practice, improve and reflect on his or her skills. If you are not a reading teacher, you can still do this within your discipline. Keep reading! We are going to provide you with exercises you can use in your own classroom to teach and assess these skills.

So, what does this comprehension process actually look like? Silent reading is an internal process of constructing meaning from text. It is impossible to observe what is happening by watching the reader. Mastery of these skills requires assessment by the instructor to provide evidence of reading competency. Constructing meaning through the process of reading is a thinking process that happens on three levels:

- **Literal level:** Understanding the information presented (this is the who, what, when and where). It involves understanding the author's main idea or thesis and requires knowledge of vocabulary and organizational structures.
- **Interpretive level:** Understanding what the author meant by what was said (this is the how and why). It includes making inferences and understanding the author's purpose and tone.
- **Critical Thinking level:** Analyzing, applying, synthesizing and evaluating the information. The graphic that follows may help illustrate these levels.
As readers progress from literal to interpretive comprehension and ultimately to critical thinking, the level of complexity of thought rises. Students cannot critically analyze that which they cannot literally understand. This fact shows itself over and over again in our classrooms. Instructors would like students to analyze a piece of literature or an essay, think critically about something they read about in sociology or political science, or draw a logical conclusion in a science lab. But the student will have difficulty with these thinking tasks, if
they are having difficulty literally understanding what the author wrote. Reading teachers often ask developmental reading students how they read their math books. Generally, blank stares are the reply! Indeed, as you already know, one of the most frequent complaints of instructors in the disciplines is that students do not (or cannot) read their texts.

But – do not give up hope! There is much we can do to help our students.

Just as in a conversation between two people where communication occurs when the listener understands the meaning of the message being sent, so is reading a conversation between the reader and the writer.

PART II: EFFECTIVE PRACTICES IN READING

Reading may seem really mysterious. It happens internally, so it seems difficult to demonstrate, but there are many approaches to reading that work well and can be easily learned by classroom teachers and taught to students in both the reading classroom and in the content classroom. Any teacher can take these strategies and employ them in their classroom to help their students better read their textbooks, lab manuals, journal articles, literature and essays.

Metacognition in Reading:

Within each of the levels of comprehension previously described exist metacognitive techniques that good readers are aware of, use and monitor. Metacognition is thinking about how one learns and processes information. Less-skilled readers may lack these metacognitive skills, but they can be easily taught.

Let’s take our previous vocabulary illustration and show how metacognition may work in a skilled reader verses a less skilled one.

When encountering difficulties with vocabulary or word meaning, a less-skilled reader may skip the vocabulary word and just forge on through the reading hoping it will make sense if she continues. The further on she goes, the more and more confused she gets because the more vocabulary she is missing the less meaning she will be able to make from the text. Here’s an example from a short scientific text used in a microbiology class. What do you think a less-skilled reader who doesn't stop to look up vocabulary will get out this?

Prions cause fatal and transmissible neurodegenerative disease. These etiological infectious agents are formed in greater part from a misfolded cell-surface protein called PrP\(^\text{C}\). Prion diseases, such as BSE (bovine spongiform encephalitis), can only be transmitted through eating contaminated meat.

In contrast, a skilled reader is aware of the processes she uses in reading and will monitor how well they are working. A skilled reader will know a variety of vocabulary strategies to employ when encountering an unknown word and will know to stop, slow down, read aloud, or annotate, in order to make comprehension more complete. The skilled reader would tackle the above text with a dictionary in hand, learning that the text above describes Mad
Cow disease, an infectious and deadly disease caused by an abnormal protein and spread through contaminated meat.

Metacognitive skills including reader’s purpose, activating prior knowledge (schema), predicting, and monitoring and correcting incomplete comprehension are means by which skilled learners regulate their own reading. Each will be described in detail later. In addition, an elevated level of thinking about what was read (Bloom’s Taxonomy) is ultimately the sign of the accomplished college reader.

In reading, the metacognitive processes can be divided into three parts often referred to as active reading strategies. They are:

**Active Reading Strategies**

**Before reading strategies**
- **Previewing** what is to be read to get an overview of content and structure. Through previewing the reader determines the topic and organization of what is to be read. The reader will also become aware of key vocabulary that she may need to pre learn or pay special attention to.
- **Predicting** what will be covered to begin to actively interact with the text.
- **Generating questions** (mentally or written) that will guide the reading. A simple way to do this is by turning headings and subheadings, and major vocabulary and concepts into how, what, and why questions.
- **Activating prior knowledge** (schema) by which the reader learns more easily because she is connecting the new information to knowledge she already has. Research shows that we build new knowledge by building upon prior knowledge.

**During reading strategies**
- Monitoring comprehension
- Anticipation – what’s next
- Connecting new and old information
- Visualizing content
- Checking understanding
  - Vocabulary
  - Concept maps
  - Annotations

**After reading strategies**
- Review/ reread
- Paraphrase and summarize
- Self test
Determining a purpose for reading and the level of comprehension required. Not everything needs to be comprehended 100%.

Determining an approach to the reading based on purpose. The reader can decide whether to take notes, summarize, and annotate for deep learning (for a test for example), or just skim the reading for a class discussion.

A note here on annotation! Annotating a text is marking it with one’s reaction and questions as one reads. It also involves marking the text for important points, processes, vocabulary and conclusions. It is the way in which the reader converses with the author as she reads. Through annotating, a reader can go back to the text and “find” information easily for use in analysis, review and for study. (See Appendix 8) Students are often afraid to annotate their texts because they are anxious to resell them at the end of the semester. Encouraging them to write in their books, while having a negative financial affect, will help them to learn more deeply. Explaining the options to students may help them to make clearer choices.

During reading strategies:

Monitoring comprehension. What this means is that the reader is conscious of what is happening to him or her as they are reading. They continue to monitor their comprehension to see if they are learning well or losing comprehension.

A simple illustration here: Instructors often ask students if, after reading 20 pages or more of their textbooks have they ever sort of “woken up” and wondered where they had been for the past half hour! The giggles in response to this question indicate that this is quite a common occurrence. Certainly, this has happened to all of us.

If the student had been monitoring her comprehension, she would have stopped herself as soon as she realized she was zoning out and problem-solve a response to help herself “get back into” the reading.

Below are some indicators that the reading is going well and the reader is gaining meaning and should keep reading:

- The ability to anticipate what is coming next.
- The ability to connect new information to prior knowledge.
- The ability to visualize processes, settings, and pictures.
- The ability to check the completeness of one’s understanding in several ways including answering questions, note taking in one’s own words, and annotating the text.
If the reader cannot do the items above, then he or she may correct comprehension in several ways depending on what is causing the problem, such as:

- If there is quite a bit of **vocabulary** that is difficult she may need to pre learn the vocabulary, look it up in the dictionary, work to expand general and academic vocabulary and/or make a point to learn specialized and technical vocabulary (see Appendix 1).

- If the writing is quite technical and dense, the reader knows to **slow down** and extract the meaning from each word and phrase before proceeding.

- If the reader has a more kinesthetic or auditory learning style, he or she may need to **read aloud, make models, draw diagrams or concept maps** to make the meaning clear.

- And often just the simple act of **reading to answer questions**, writing the answers to the questions and/or **annotating** the text will keep the reader engaged.

As you can see, reading needs to be an active process of interaction with the text – a conversation with the author. Instructors often say to students they should read sitting forward, ready to attack, rather than reclining ready to sleep!

**After reading strategies** involve techniques intended to help the reader remember what was read, attach it to their prior knowledge and long-term memory, and think about the material in deeper and different ways. Some of these strategies include:

- **Reviewing or quickly rereading material** to reconnect it into a whole, especially if the reader has had to slow down to understand it. Review any study notes, talk with a study group and connect reading notes with lecture notes.

- **Paraphrase and summarize** difficult passages to check understanding.

- **Self test** on knowledge, memory and application of material.

- **Evaluate and synthesize** the reading by voicing and supporting one’s own opinion as it relates to the material. The reader can and should challenge the author when appropriate.

- **Reflecting** on the reading and applying it to new situations, comparing it to other readings and/or applying it to one’s own life. Reflecting may also
include reflecting on the effectiveness of the reading strategies the student used during the reading, and evaluating the effectiveness of the approaches.

Again, the key here is that college reading is an active process of thinking, applying, reflecting, synthesizing, analyzing and evaluating what was read and how it was read. The following strategies will help students to comprehend the reading that you assign. In addition to detailing the strategies in the next section, the appendix to this chapter contains assignment forms for some of these practices used by reading teachers throughout the state.

**Part III: Specific approaches that employ metacognitive techniques**

There are tools and techniques that students can learn and use to improve reading comprehension across disciplines. A content teacher can take a few minutes at the beginning of a semester to introduce these techniques to their students and then reinforce their use as the semester goes along. Many of these make great in-class activities or can be used as homework that will either be turned in or used as notes for quizzes and tests. They are:

**SQ3R:**
- **Survey:** Preview the text before reading to ascertain the main topics, organization, and to activate prior knowledge.
- **Question:** Generate a list of questions to guide one’s reading – read with a questioning mind.
- **Read:** Actively read the text with the intention of looking for answers to questions, annotating important points and one’s reactions, and interacting with the text.
- **Recite:** After reading, actively do something with what was read, for example write answers to questions, talk about the reading with someone, teach it to a classmate.
- **Review:** Review the section that was read to put it back into a coherent whole, review one’s notes and annotations, connect reading notes with lecture notes.

This technique is the granddaddy of all textbook reading approaches. It works well for all learning styles. For example, in the “recite” step -- in which the reader “does something” with what she has learned — she can appeal to her learning style by talking about the learning (auditory learners) with others (social learners), visualizing or in some other way diagramming what was read (visual learners), and or taking notes and annotating (kinesthetic learners). See Appendix 1 and 2 for more information on this technique.

**KWL+:**
This technique seems simple but it is extremely powerful and can be used by everyone all the time! In this technique one asks four questions about what is to be read or learned:

- What do you **KNOW** about the subject? (Activates prior knowledge and stimulates commitment to learn)
What do you **WANT** to know about the subject? (Creates intention and purpose for reading)

What did you **LEARN** about the subject from the reading? (Provides review, comprehension check and opportunity for reflection on what was learned)

What do you still want to **LEARN**? (Provides opportunity for deeper exploration)

This is especially helpful when introducing a new reading or a new topic in class. It helps to activate schema, and lets an instructor know where he or she has to help build background knowledge so students will be able to understand the reading or topic. It also helps engage the students in their own learning by having them actively declare what they want to learn from it, and finally it helps the instructor to assess how accurately and completely they learned by how completely they are able to describe their learning either orally or in writing (See Appendix 3).

**PPPC:**
This strategy involves another method of previewing, predicting and pre-reading to engage in the text, and then a technique for note taking and annotating once one has read. You will see similarities between PPPC, SQ3R and KWL, now that you are becoming expert!

**Preview:** Preview the selection looking at the topics, organization and to activate prior knowledge.

**Predict:** Predict what the reading will be about to set expectations, and begin to generate a questioning mind.

**Pre-read:** Using skimming techniques read the first sentence of every paragraph because that is often where the main idea is in textbooks. It will give the reader a good context for reading the text in depth.

**Code:** Take notes, write reactions to the text, generate questions that still need answering etc. This is the way to review, record and test what has been learned. (see Appendix 3 for more detail on this technique and others)

According to Mokhtari and Reichard (2002)\(^4\), the approaches above can be organized into three metacognitive strategies used by skilled readers:

- **Global strategies** -- broad strategies which include the pre-reading strategies above
- **Problem solving strategies** -- which include the comprehension monitoring and correcting strategies above

• Support Reading strategies -- which include note taking, paraphrasing and summarizing, annotating and highlighting, and discussing the text with others.

Mokhtari and Reichard have created the Metacognitive Awareness of Reading Strategies Inventory (MARSI) that helps students see what metacognitive strategies they employ and which they may need to develop. The survey is reproduced for you in Appendix 4.

Metacognition is not the goal of reading, but it is a process by which students can become more independent and confident in monitoring their reading comprehension and learning. All teachers can become reading teachers by introducing these strategies to students, adapting them to their specific discipline, and making explicit to their classes how best to learn the material of their discipline. Through metacognitive strategies, students take more control over and responsibility for the reading process and become more self-regulated learners.

Here are a couple of specific examples.

A Biology instructor that we know asks students to use the SQ3R process to study for an exam. The final step is to create possible questions for the exam. Though the instructor does not use all the questions generated, the students end up using them to help them study.

This instructor studied the SQ3R questions and found that those students who could not generate them as part of the assignment could also not pass the exam. It served as a predictor of success and also provided her with a means to identify those students who needed more help.

An English instructor teaches both PPPC and KWL on the first day of class and then asks students to use these methods with several difficult homework texts during the course of the semester. Students who complete a written record of these activities may use their notes for the quiz on the reading during the next class.

This instructor has assessed the efficacy of this method by comparing the quiz scores of those who used the techniques and therefore their notes on the quiz to those who “forgot” to PPPC or KWL and did not. You will not be surprised to learn that those who used the techniques had consistently higher scores. Duh!

Reading Apprenticeship:

Reading Apprenticeship (RA) is an approach to reading that stresses both the affective and cognitive processes that students use to understand and make meaning of complex text. It is an approach originally researched and created in middle and high school that is finding success at the community college level as well. RA is the work of the Strategic Literacy Initiative of the non-profit organization, WestEd. Explore their information at www.wested.org/cs/sli/print/docs/sli/home.htm). The intention of RA is to help students learn strategies, gain knowledge and improve attitudes for success in literacy. Reading
Apprenticeship focuses on the social, personal, cognitive and knowledge-building dimensions around literacy. Like many of the previously listed metacognitive approaches, it focuses on how to read, why read (purpose) as well as what is read. One advantage of Reading Apprenticeship is that it is a program that includes extensive professional development for practitioners.

The Reading Apprenticeship approach focuses on reading in the content classroom. With this approach, the teacher, as expert, models how to read in the content area. Students learn the best way to read and respond in that content area. Strategies for reading are introduced, and a safe community of sharing is established in the classroom. Students explore their own attitudes about reading and becoming more responsible for their reading. Background knowledge in the subject is also expanded to help the student understand and learn better. In addition, students learn to reflect on what and how they have learned as a part of the process.

Several community colleges in California are successfully implementing the Reading Apprenticeship approach including Los Medanos and City College of San Francisco. Included in the Appendix is a sample lesson plan that gives a detailed example of how Nancy Ybarra implemented Reading Apprenticeship in the classroom (Appendix 5), and a reading scaffold used by Lisa King in a class to help students read (Appendix 6).

After reviewing the appendices, what do you notice that Reading Apprenticeship has in common with the other approaches mentioned above?

Let’s conclude this section on reading with the conversation analogy. Have you ever had to converse with someone when you didn’t want to? Or have you tried to have a conversation with a person who didn't actively reply to your questions or ask you any questions in response? What happens to the conversation? Is the conversation difficult? Do you find your mind wandering off to other topics? Do you just wish it would all END!!

Reading isn’t so much different. A positive attitude toward reading and purpose for reading make reading much more effective. Reading with a questioning mind and actively interacting with the text using annotation and other techniques keeps the conversation going and makes the comprehension much better.

AND....

Have you ever found yourself reflecting later on what was said during a conversation to find the deeper meanings? Or, have you ever had an “AHAH” moment when the meaning of a conversation became clear later after a subsequent event, perhaps?

Just as the full impact of a conversation may not register until later, to get the full impact of reading, the reader must reflect on what was read and attach it to prior knowledge or build the knowledge base on which to attach it. Just as personal conversation is more or less meaningful depending on what one brings to it, so is reading. The good news is that now you have some tools and techniques to help students engage more fully in their reading and to help them reflect on what they have read.

**Integrated Reading and Writing**

There are several models currently in use that support the integration of reading and writing as an effective strategy. In these models, the teaching of reading strategies and skills is used to strengthen writing and writing strategies are used to strengthen reading. Remember that reading and listening are parallel processes involving decoding and making meaning. Writing is like speaking. It is through writing – as in speaking – that the message is created. Writers use a process of words, grammar and organization to give structure and exposition to ideas, just as the reader uses words, grammar and organization to decode what is read.

Good readers tend to be good writers. Through reading, learners are exposed to lots of language, vocabulary, the ways in which the language is organized and the ways in which messages are composed. Through writing, learners create meaning, and explain ideas. They become the authors.

There are several effective strategies for integrating reading and writing.

- **Co-Requisite Reading and Writing Classes:**
  In this structure, an English and Reading class at the same level (developmental or college level) may be paired as co-requisites with shared or coordinated student learning outcomes. This pairing can be quite formal as in linked classes where the English and reading instructors share assignments, and students take the two classes together as a cohort. In this type of arrangement, the connection between the reading and writing classes is clear and the instructors make explicit these connections.

  A less formal structure is when sections of a particular level of English and reading are co-requisites, but there is little coordination of assignments and students do not take the classes as cohorts together. In this case, it is left to the instructors to make explicit connections between the reading and writing processes, but the classes may or may not be learning the same parts of these processes at the same time. Below are the student learning outcomes of a developmental English course (English 905) and reading course (Reading 961). Look at how the SLOs overlap.

**English 905: English Fundamentals** (one level below college level English)
Upon completion of English 905, students will

- Write an essay of 500–750 words that has a controlling idea; logical organization based on purpose, topic and audience; multiple levels of development; and sentence correctness.
Demonstrate in writing the ability to read a selection, identify its main ideas, analyze those ideas, and arrive at relevant conclusions.

**Reading 961: Effective Reading**

*Prerequisites: READ 960, or ESL 970RW, ESL 970G and ESL 970LS, or qualifying score on the placement test.*

Upon completion of Reading 961 the student will:

- Utilize vocabulary skills to comprehend assigned readings.
- Determine and differentiate main ideas and supporting details in assigned readings.
- Make appropriate inferences in assigned readings.

**Learning Communities with Reading or English Components:**

The learning community movement has taken hold in many community colleges in California. Canada College in Redwood City is one in which many Learning Communities exist with reading and/or English components. These learning communities are often paired with a course in another discipline and the learning takes place around a shared theme. Students enroll in all the linked courses and learn together as a cohort. The learning communities can range from fully integrated, in which the instructors share all assignments and are often in each others’ classes, to less integrated where students learn in a cohort and instructors support the same theme and may agree on some shared assignments, but do not team teach the classes together. For more information on Learning Communities at Canada College, go to their website at:

[http://canadacollege.net/fye/communities.html](http://canadacollege.net/fye/communities.html)

**Imbedded Reading and Writing Courses:**

A third type of integrated reading and writing course is one in which the reading and writing are integrated into one class. Often in this format, the imbedded class meets for less time than the stand alone English and reading classes. For example, each developmental reading and writing class may be 3 units for a total of 6 units. Often the embedded class will be a 4 or 5 unit class, allowing for economies that occur when for example, students are able to use the same articles for reading practice and writing responses. The connection between reading and writing becomes very clear as, for example, the teacher is able to instruct on the similar structures of main idea (for reading) and topic sentence (for writing) together. In these classes either one teacher trained in both reading and writing instructs, or a pair of teachers (one reading and one writing) team-teach.

For ideas on how to assess these types of course structures, see Chapter 16: Advanced Assessment: Multiple Measures. For more in-depth information on this topic, see English - Chapter 7 on Integrated Reading and Writing.
Reading and Mathematics

Reading in mathematics requires a specific approach. Mathematics reading involves deciphering material that is factually very dense and has its own vocabulary that sometimes students find as difficult as learning a foreign language. It also often requires visualizing as one reads. In addition, reading and understanding word problems involves the higher-level thinking skills of application, analyzing, and synthesizing, in addition to literal comprehension.

Reading in mathematics requires students to SLOW way down, reading at approximately 10% of their normal reading rate, pulling the meaning out of every word, phrase and sentence, and testing understanding before moving on. Students should sketch graphs, study sample problems, and refer back to explanations as they work through homework problems in a chapter.

Math, like learning a foreign language, is progressive. What a student doesn’t learn in Chapter One will haunt them in Chapter 2, and by Chapter 3 they are often lost. Students need help not only to read math, but also in management skills that teach them to keep current in order to be successful.

Sierra College teaches a workshop on how to read word problems to help students with a major hurdle in mathematics reading. What follows is a description of their program.

Reading and Math Connections

When developmental students have difficulty with reading, they can also have trouble with many other subjects they take while in college. In fact, many educators agree that reading lies at the very heart of all other disciplines. All courses have some component of reading imbedded in their content, so it is logical to assume that the inability to effectively decode the written word can greatly hamper the learning process for students.

At Sierra College, mathematics professors agree that reading is an integral part of students’ ability to solve word problems. Many of these same professors agree that the computational part is not what causes student difficulty with word problems. In fact, if the problem itself is set up for students without them having to read and decode it, they are able to complete the mathematics portion of the problem. The difficulty arises when students don’t read the problem carefully and cannot visualize or interpret the words so that they know what it is they are looking for. That is why the steps of pacing, annotating, translating, and paraphrasing are important to finding success with word problems.

As a means of helping students understand the process of decoding mathematics word problems, Sierra College offers a free ninety-minute Student Success Workshop nearly every semester. Students can attend this workshop and learn a great deal about the process of understanding the reading of word problems, and they are given specific tools to help them turn the written word into a mathematical equation. Below is an explanation of the process mathematics and reading faculty use to teach this workshop as well as handouts they use.
with students during the workshop itself. Sara Pries, Sierra College mathematics instructor explains the workshop process:

Word Problems Made Easy

I open by talking about word problems being puzzles that need to be taken apart and put back together in a logical sequence. Then each student is given 5 puzzle pieces that they must put together to form a square. I then talk to them about the importance of understanding what they are reading and of having a logical approach to solving any word problem. I stress that the workshop will not focus on the actual answers but on the process. Then I hand out “Seven Reading Problems” (See Appendix 7) for them to do. For example: Is it legal in North Carolina for a man to marry his widow’s sister?

Lisa Rochford, Reading Instructor, then hands out and discusses “How to Annotate a Text” and “Word Problems Step-by-Step” that go through Pacing, Annotating, Translating and Paraphrasing. Then we give them “Five Word Problems: Practicing Pace, Annotate, Translate, and Paraphrase” (see Appendix 8) and model how to use what she has just gone over. We write variable statements and equations for each one but do not work out the equations. We stress being able to sort out what it is they are trying to find (the main idea) and what the supporting details (facts) are.

Lynn Hargrove, Mathematics Instructor, then hands out and discusses key words and other information on “Math Facts Information,” and she goes over “Tips for Solving Word Problems Involving Multiplication and Division of Fractions,” “Solving Application Problems,” and the “Three-Step Problem Solving Procedure.” (See Appendix 9)

Assessing Reading:

Assessing reading outcomes and individual assignments can be done in many ways. Rubrics work well and allow students to know and understand how their work will be scored. The following rubrics have been used in a variety of ways.

The rubric that follows shows how Michelle Andersen Francis assessed students’ annotations in response to lessons on how to annotate a text.
## Annotation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Did Not Attempt Expectation</th>
<th>Below Expectation</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paraphrasing</strong></td>
<td>There are no notes in the margin.</td>
<td>Annotations are exactly as written by author of text. Is unable to think about what author wants reader to know.</td>
<td>Can think about what the author wants reader to know and can write annotations understandably in margin.</td>
<td>Is able to determine author’s intent and write ideas in margin as a paraphrased text.</td>
</tr>
<tr>
<td><strong>Structure of annotations</strong></td>
<td>There are no annotations in the margin, but things might be underlined in text.</td>
<td>Annotations in the margin are written without regard for text structure.</td>
<td>Is able to delineate text using underlining in the annotations.</td>
<td>Is able to underline margin annotations, enumerate ideas, and break the text into a logical structure in the annotations.</td>
</tr>
<tr>
<td><strong>Ideas in annotations</strong></td>
<td>No annotations.</td>
<td>There are only 1-4 words written about each paragraph and writing doesn’t match main idea.</td>
<td>Ideas in annotations closely match the main ideas, but some details and examples might be missing.</td>
<td>Ideas in annotations cover the main ideas, the details, and any examples that will help the reader later on.</td>
</tr>
<tr>
<td><strong>Opinions in the annotations</strong></td>
<td>There are no opinions expressed.</td>
<td>Annotations are strictly text based and do not include any of the reader’s opinions.</td>
<td>Annotations in the margin address reader’s opinions about the text.</td>
<td>Annotations in the margin express reader’s opinions about the text as well as possible questions and other outside connections to the text.</td>
</tr>
</tbody>
</table>

By Michelle Andersen Francis, Reading Instructor, Mission College
The following rubric shows how instructor Lisa Vasquez uses a very detailed rubric for writing summaries of short stories. Also included, following the rubric, are the documents she uses for preparing students to write the summary. They include: *How To Read A Short Story; A Guide to Writing Summaries;* and a *Summary Evaluation Checklist* for students to use to self-evaluate prior to being assessed.

**Rubric for Summary Writing**

**5 (Above Standard)**

- The writer clearly addresses all parts of the “during” section from “How to Read a Short Story” handout.
- The first sentence includes the citation (author, title, name of publication, date) for the material being summarized.
- The first sentence includes the topic of the reading and the author’s purpose (to inform, persuade, to entertain).
- The summary includes a clearly, well-presented central idea (topic sentence) with all relevant facts and details taken from the reading text (short story).
- Each main point is supported with evidence (facts, examples, definitions, explanations, reasoning...).
- The writer maintains a consistent organizational structure, including paragraphing where necessary. The structure of the summary generally follows the structure of the writing being summarized and ideas are connected to make the writing flow well.
- The writing includes a variety of sentences and good word choice.
- The summary is in the writer’s own words.
- There are no opinions and/or personal ideas stated in the summary.
- The writing contains good use of transitional/pivotal words to link statements (supporting details) together.
- The summary is 20% or less than the original length of the material.
- The writing contains few errors in conventions of English (grammar, punctuation, capitalization, and spelling). Errors made tend to be nearly “invisible.”

**4 (At Standard or Proficient)**

- The writer addresses most parts of the “during” section from “How to Read a Short Story” handout.
- The first sentence includes the citation (author, title, name of publication, date) for the material being summarized.
- The first sentence includes the topic of the reading and the author’s purpose (to inform, persuade, to entertain).
- The summary includes a clearly, well-presented central idea (topic sentence) with most of the relevant facts and details taken from the reading text (short story).
- Most main points are supported with evidence (facts, examples, definitions, explanations, reasoning).
- The writer maintains a consistent organizational structure. There is paragraphing although there may be some mistakes made in when the writer does or does not break for a paragraph. The structure of the summary generally follows the structure of the writing being summarized but the writer may change the order of a few of the details.
- The writing includes some sentence variety and appropriate word choice.
- The summary is in the writer’s own words.
- There are no opinions and/or personal ideas stated in the summary.
• The writing contains good use of transitional/pivotal words to link statements (supporting details) together.
• The summary is 20% or less than the original length of the material.
• The writing contains some errors in conventions of English (grammar, punctuation, capitalization, and spelling). Errors do not interfere with the reader’s understanding of the writing.

3 (Approaching Standard)
• The writer addresses only parts of the “during” section from “How to Read a Short Story” handout.
• The first sentence does not include the citation (author, title, name of publication, date) for the material being summarized.
• The first sentence does not include a clear topic of the reading and does not include the author’s purpose (to inform, persuade, to entertain).
• The summary may not have a clearly stated central idea (topic sentence) or it may only be suggested, not stated) and may omit important details or include details not in the original text (short story).
• Most main points are not supported with evidence (facts, examples, definitions, explanations, reasoning).
• The writer demonstrates an inconsistent organizational structure and does not demonstrate solid paragraphing. The structure of the summary is not consistent with the writing being summarized.
• The writing contains little sentence variety and simple but acceptable word choice.
• The writing may contain copying of key phrases taken from the reading text (short story) being summarized.
• There are some opinions and/or personal ideas stated in the summary.
• The writing does not contain good/strong use of transitional/pivotal words to link statements (supporting details) together.
• The summary is more or less 20% of the original length of the material.
• The writing contains many errors in the conventions of English (grammar, punctuation, capitalization, and spelling). Errors may interfere with the reader’s understanding of the writing.

2 (Below Standard)
• The writer addresses only parts of the “during” section from “How to Read a Short Story” handout.
• The first sentence does not include the citation (author, title, name of publication, date) for the material being summarized.
• The first sentence does not include the topic of the reading and the author’s purpose (to inform, persuade, to entertain).
• The writing contains a simple central idea (topic sentence) and omits many important facts.
• A few (1-2) main points are supported with evidence (facts, examples, definitions, explanations, reasoning…)
• There is little organizational pattern in the writing. The writing does not demonstrate any paragraphing. Ideas are in a random order and not logical.
• The writing displays a simple sentence variety and simplistic or even incorrect word choice.
• The writing contains copying of key phrases taken from the reading text (short story) being summarized.
• There are opinions and/or personal ideas stated in the summary.
• The writing contains simple use of transitional/pivotal words to link statements (supporting details) together.
• The summary is not a realistic length of 20% or less than the original length of the understanding of the writing.

1 (Ineffective Summary)
• The writer does not address any part of the “during” section from “How to Read a Short Story” handout.
• The first sentence does not include the citation (author, title, name of publication, date) for the material being summarized.
• The first sentence does not include the topic of the reading and the author’s purpose (to inform, persuade, to entertain).
• The writing does not contain a central idea (topic sentence) and omits all important facts.
• There are no main points supported with evidence (facts, examples, definitions, explanations, reasoning…)
• There is no apparent organizational pattern in the writing. The writing does not demonstrate any paragraphing. Ideas are in a random order and not logical.
• The writing displays no sentence variety and incorrect word choice.
• The writing contains copying of phrases taken from the reading text (short story) being summarized.
• There are opinions and/or personal ideas stated in the summary.
• The writing does not contain any use of transitional/pivotal words to link statements (supporting details) together.
• The summary is not a realistic length of 20% or less than the original length of the material.
• The writing contains many serious errors in the conventions of English (grammar, punctuation, capitalization, and spelling). Errors interfere with the reader’s understanding of the writing.

How to Read a Short Story

Before
1. **Look at the story’s title.** What _might_ this story be about?
2. **Use and develop your background knowledge about this subject.** If the title is "The Lesson" (by Toni Cade Bambara) ask yourself what kind of lessons there are, what lessons you have learned, and so on.
3. **Establish a Purpose for reading this story.** "Because my teacher told me to" is one obvious purpose, but not a very useful one. Try to come up with your own question, one based perhaps on the title or an idea your teacher recently discussed in class. How about, "Why do we always have to learn the hard way?" if the story is titled "The Lesson"? Of course, you should also be sure you know what your teacher expects you to do and learn from this story; this will help you determine what is important while you read the story.
4. **Orient yourself.** Flip through the story to see how long it is. Take a look at the opening sentences of different paragraphs, and skim through the opening paragraph; this will give you a sense of where the story is set, how difficult the language is, and how long you should need to read the story.
During
1. **Identify the main characters.** By "main" I mean those characters that make the story happen or to whom important things happen. Get to know what they are like by asking such questions as "What does this character want more than anything else—and why?"

2. **Identify the plot or the situation.** The plot is what happens: The sniper from one army tries to shoot the sniper from the other army ("The Sniper"). Some writers prefer to put their characters in a situation: a famous hunter is abandoned on an uncharted island where, it turns out, he will now be hunted ("The Most Dangerous Game").

3. **Pay attention to the setting.** Setting refers not only to where the story takes place, but when it happens. It also includes details like tone and mood. What does the story sound like: a sad violin playing all by itself or a whole band charging down the road? Does the story have a lonely feeling—or a scary feeling, as if any minute something will happen?

4. **Consider the story's point of view.** Think about why the author chose to tell the story through this person's point of view instead of a different character; why in the past instead of the present; in the first instead of the third person.

5. **Pay attention to the author's use of time.** Some short story writers will make ten years pass by simply beginning the next paragraph. "Ten years later..." Look for any words that signal time passed. Sometimes writers will also use extra space between paragraphs to signal the passing of time.

6. **Find the crucial moment.** Every short story has some conflict, some tension or element of suspense in it. Eventually something has to give. This is the moment when the character or the story suddenly changes direction. A character, for example, feels or acts differently than before.

7. **Remember why you are reading this story.** Go back to the question you asked when you began reading this story. Double check your teacher's assignment, too. These will help you to read more closely and better evaluate which details are important when you read. You might also find your original purpose is no longer a good one; what is the question you are now trying to answer as you read the story?

After
1. **Read first to understand ... then to analyze.** When you finish the story, check to be sure you understand what happened. Ask: WHO did WHAT to WHOM? If you can answer these questions correctly, move on to the next level: WHY? Why, for example, did the character in the story lie?

2. **Return to the title.** Go back to the title and think about how it relates to the story now that you have read it. What does the title refer to? Does the title have more than one possible meaning?

Guide to Writing Summaries

**What is a summary?**
A summary is a miniature version of a piece of writing, usually about 20% or less of the length of the original. It includes the main points (events), essential supporting details to the main points (events), and a source of information (citation). Summaries are the author’s ideas written (translated) in your own words; they do not include your opinions.

**Why write summaries?**
1. The process of writing a summary is to identify important ideas and writing them in your own words — which will help you learn the material.
2. The **product** is the summary itself—it will provide you with good notes for review and emphasize that you understood the material. Writing a summary will **sharpen** your reading analysis skills and help you concentrate on the major points (events) from the reading.

3. Writing a summary will **stretch** your vocabulary as you paraphrase (write in your own words) the author’s ideas, points, words…

4. Writing a summary will help you **practice** writing precisely, using clear and simple grammar.

5. Writing a summary will help you **organize** and **compile** information for a research paper.

**Before the writing process:**
1. Read, mark and annotate the text thoroughly.
2. Ask- what is the writer’s purpose?
3. Be sure you understand terminology, vocabulary, phrases…
4. Create an outline, map, flow chart, graphic organizer, Cornell notes as a way of organizing important information for your summary.

**During the writing process**
1. **TYPE THE SUMMARY. ARE YOU AT A COMPUTER RIGHT NOW??**
2. TYPE, TYPE, TYPE!!!
3. Work from the marked and annotated text—you have already highlighted the important points (events) and supporting details.
4. The first sentence includes the citation (author, title, name of publication, date) for the material being summarized.
5. The first sentence includes the topic of the reading and the author’s purpose (to inform, persuade, to entertain).
6. The summary is to clearly state the main points the author is making about the topic.
7. Each main point is supported with evidence (facts, examples, definitions, explanations, reasoning…) from the article.
8. The summary is in your own words. Check that you have not copied phrases or sentences from the article.
9. You may choose to incorporate one quote (direct or indirect) from the reading that is essential to the understanding of the material.
10. The summary is clear, concise, and makes sense. Keep the language clear.
11. Be as brief as possible; distill ideas and discard unimportant information. Use transitional/pivotal words to link statements (thoughts) together.
12. No personal opinion or personal ideas in summary writing.
13. The summary is relatively free of grammar and spelling errors.
14. The summary is 20% or less than the original length of the material.

**After the writing process:**
1. **Go away from your paper for a while after you have finished writing it.** Come back later to proofread it with a fresh mind. It is much easier to spot errors when you distance yourself from the actual writing.
2. **Read each sentence out loud.** This forces you to slow down and pay attention to each word and phrase. Sometimes you will realize you have spoken something (a word, a word ending, a pause where punctuation is needed, etc.) that you did not write, but need to include or correct.
3. **Have someone else read your paper out loud to you.** In this way you will find out what you really wrote, including any errors that you missed in your own proofreading.
4. **Focus on commonly made errors by students.** The most common serious errors that students tend to make are run-ons, fragments, verb form errors, and verb agreement errors.

5. **Learn the type of errors you tend to make and focus on fixing those errors.** You can learn the type of errors you make from teachers’ comments on your papers. Analyze the most common error types and look for them when you proofread.

Examples of how to begin a summary:

**Title of magazine and newspaper articles, essays and short story titles are in quotation marks “ ”**

In the article “Was he a killer’s accomplice?” by Brandon Bailey he states…
In the article “Was he a killer’s accomplice?” by Brandon Bailey he describes…
In the article “Was he a killer’s accomplice?” by Brandon Bailey he explains…
In the article “Was he a killer’s accomplice?” by Brandon Bailey he informs the reader about…
In the article “Was he a killer’s accomplice?” by Brandon Bailey he persuades the reader to…

Brandon Bailey’s article “Was he a killer’s accomplice?” states…
Brandon Bailey’s article “Was he a killer’s accomplice?” describes…
Brandon Bailey’s article “Was he a killer’s accomplice?” explains…
Brandon Bailey’s article “Was he a killer’s accomplice?” informs the reader about…
Brandon Bailey’s article “Was he a killer’s accomplice?” persuades the reader to…

**Book titles, names of magazines (Time, Newsweek …) and names of newspapers (San Jose Mercury News, New York Times …) are underlined**

In the book *A Piece of Cake* by Cupcake Brown she states…
In the book *A Piece of Cake* by Cupcake Brown she describes…
In the book *A Piece of Cake* by Cupcake Brown she explains…
In the book *A Piece of Cake* by Cupcake Brown she informs the reader about…
In the book *A Piece of Cake* by Cupcake Brown she persuades the reader to…
In the book *A Piece of Cake* by Cupcake Brown she entertains the reader with…

Cupcake Brown’s book *A Piece of Cake* states…
Cupcake Brown’s book *A Piece of Cake* describes…
Cupcake Brown’s book *A Piece of Cake* explains…
Cupcake Brown’s book *A Piece of Cake* informs the reader about…
Cupcake Brown’s book *A Piece of Cake* persuades the reader to…
Cupcake Brown’s book *A Piece of Cake* entertains the reader with…
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Evaluation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1.</strong> The summary clearly addresses all parts of the “during” section from “How to Read a Short Story” handout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2.</strong> The first sentence includes the citation (author, title, name of publication, date) for the material being summarized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3.</strong> The first sentence includes the topic of the reading and the author’s purpose (to inform, to persuade, to entertain).</td>
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<tr>
<td></td>
<td></td>
<td><strong>4.</strong> The summary includes a clearly, well-presented central idea (topic sentence) with all relevant facts and details taken from the reading text (short story).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.</strong> Each main point is supported with evidence (facts, examples, definitions, explanations, reasoning…) from the reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>6.</strong> The structure of the summary follows the structure of the reading being summarized and ideas are connected to make the summary flow well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>7.</strong> The summary includes a variety of sentences and good word choice. (The summary is clear, concise, and makes sense.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8.</strong> The summary is in your own words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>9.</strong> There are no opinions and/or personal ideas stated in the summary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>10.</strong> The summary contains good use of transitional/pivotal words to link statements (supporting details) together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>11.</strong> The summary is 20% or less than the original length of the material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12.</strong> The summary is relatively free of grammar and spelling errors.</td>
</tr>
</tbody>
</table>

*Lisa Vasquez, Reading Instructor*
*San Jose City College*
The following rubric is one used by Cynthia Silverman at El Camino College that describes student performance across several reading courses:

**Reading Rubric**

**English 80, 82, 84**

6 Evidence of a critical reader who clearly gets the writer's point and thoughtfully engages the writer in a conversation about the text:
- finds stated main idea(s) or thesis and can infer implied main idea(s) or thesis
- interprets information and ideas beyond a focus on the literal meaning of sentences and paragraphs
- makes connections between parts of text, other texts, and prior knowledge.
- reflects on the significance of the issues, ideas, and values embedded within text.
- evaluates and challenges the information in text as well as the conclusions drawn by the author.

5 Evidence of a sometimes critical reader who clearly gets the writer's point and has begun to engage the writer in a conversation about the text:
- finds/restates main idea(s) and thesis
- sometimes interprets information and ideas in addition to a focus on the literal meaning of sentences and paragraphs
- sometimes makes connections between parts of text, other texts, and prior knowledge.
- sometimes reflects on the significance of the issues, ideas, and values embedded within text.
- sometimes evaluates and challenges information in text and the conclusions drawn by the author.

4 Evidence of a literal reader who gets the writer's point:
- can find the stated main idea/thesis in texts, but may have difficulty restating the point
- focuses on the literal meaning of words, sentences, and paragraphs in text.
- may make connections between parts of text but not to other texts, or prior knowledge
- may reflect on the issues, ideas, and values embedded in the text
- may evaluate the information in the text but may not challenge the conclusions drawn by the author.

3 Evidence of a struggling reader who attempts to get the writer's point:
- may be able to locate the main idea/thesis of a text
- attempts to make sense of the whole text by focusing on words and sentences
- sometimes makes personal connections to text
- may reflect on sentence or paragraph meaning
- accepts author’s information and conclusions without challenge

2 Very limited evidence of a struggling reader who:
- may understand parts of text without understanding the whole
- may focus on personal reactions unrelated to text
- may reflect on meaning of isolated words or sentences
- does not evaluate information or the conclusions drawn by the author

1 Reader does not independently respond to text
(Cynthia Silverman, El Camino College)
The following rubric was adapted from one used at Maricopa Community Colleges and gives levels of skills from Novice to Masterful in reading across college level reading skills.
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Literal Comprehension</th>
<th>Inferential Thinking</th>
<th>Critical Thinking</th>
<th>Reading Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masterful</strong></td>
<td><strong>Exemplary College Reading Skills</strong></td>
<td>Determines, understands, and recalls meanings of new vocabulary words through context clues</td>
<td>Independently use main idea, supporting details and organizational patterns to guide reading approach to new reading situations.</td>
<td>Independently analyzes written materials for the following elements (when applicable): writer’s purpose, tone, audience, bias, and point of view, allusions and assumptions.</td>
</tr>
<tr>
<td><strong>Skilled</strong></td>
<td><strong>Expected College Level Reading Skills</strong></td>
<td>Determines and understands meanings of new vocabulary words through context clues</td>
<td>Uses main idea, supporting details and organizational patterns to guide reading approach in assigned reading situations.</td>
<td>Identifies the following elements (when applicable) in written material: writer’s purpose, tone, audience, bias, and point of view, allusions and assumptions.</td>
</tr>
<tr>
<td><strong>Able</strong></td>
<td><strong>Expected College Level Reading Skills</strong></td>
<td>Sometimes determines meanings of new vocabulary words through context clues, although sometimes avoids new words.</td>
<td>Sometimes uses main idea, supporting details and organizational patterns to guide reading approach in assigned reading situations.</td>
<td>Sometimes identifies the following elements (when applicable) in written material: writer’s purpose, tone, audience, bias, and point of view, allusions and assumptions.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td><strong>Basic College Level Reading Skills</strong></td>
<td>Determines meanings of new words through context clues with teacher prompting, otherwise avoids new words.</td>
<td>Uses main idea, supporting details and organizational patterns to guide reading approach in assigned reading situations with teacher prompting.</td>
<td>Can sometimes identify language devices and language adaptations in written materials when directed that these are in the material.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td><strong>Beginning College Level Reading Skills</strong></td>
<td>Generally avoids new words in written materials.</td>
<td>Has difficulty in identifying main ideas, general support sentences and organizational patterns.</td>
<td>Has difficulty identifying language devices and language adaptations in written material even when directed that these are in the material.</td>
</tr>
<tr>
<td><strong>No Score</strong></td>
<td><strong>Score</strong></td>
<td>Response is not adequate for scoring</td>
<td>Response is not adequate for scoring</td>
<td>Response is not adequate for scoring</td>
</tr>
</tbody>
</table>

Reading Rubric
Adapted from San Rubrics, Maricopa Community Colleges.
Resources:

Gough, Phillip; Hoover, Wesley; Peterson, Cynthia. “Some Observation on a Simple View of Reading”, Best Practices in College Reading, Van Blerkom, Payne, Smilkstein, Higbee, McDonald, editors, 2007:

Appendix 1: SQ3R
Appendix 2: SQ3R Scaffold
Appendix 3: KWL+ & PPPC
Appendix 4: MARS1
Appendix 5: Reading Apprenticeship Lesson Plan
Appendix 6: Reading Apprenticeship Reading Journal and Vocabulary Lesson
Appendix 7: Seven Reading Problems
Appendix 8: Reading Handouts
Appendix 9: Math Facts Information
Appendix 1
SQ3R

How to Read a Textbook

One technique recommended for textbook reading is called **SQ3R**. The steps in SQ3R are as follows:

**Survey:** Spend no more than 10 minutes getting a “preview” of what is in the chapter. Doing this gives you an idea of how the chapter is organized. The steps to survey a textbook are:
1. Examine the **title** of the chapter. This tells you the subject you will be reading about.
2. Read **headings and subheadings** and notice the relationship between the important headings in each chapter. This tells you the major areas of information contained in the chapter.
3. Look at **diagrams, graphs, pictures and other visuals**. They give you more information about the chapter.
4. Quickly **skim the introductory and concluding sections** of the chapter. This tells you the major points to remember.
5. **Read any study questions** or review activities in the chapter. This tells you what you will need to learn and remember.
6. Now try to predict what the chapter will be about and **begin thinking about what you already know about these topics**. Using this technique is an excellent way to building knowledge and interest on a topic by “activating your schema” and helping you **organize to remember** what you have learned. **This technique can be used in all your classes to help you learn and remember.**

**Question:** Always read your textbooks with the purpose of answering questions. This will keep you actively involved in your reading and will help your concentration. To create questions you should:
1. Using **How, What, and Why** (and less importantly who, when, and where) turn chapter headings, subheadings, and italicized words into questions. You will read each section to find answers to these questions. **AND/OR**
2. Use the **study questions** in the chapter to guide your reading. Read to answer the study questions. **AND/OR**
3. **Always be asking:** What is the author’s main point and how is s/he supporting it?

**Read:** Now read the chapter, section by section, and **underline** as you find the answers to your questions. You should **number the answers** to your questions as you find them. You can also **annotate in the margin** of the book as follows:
- ? = If you do not understand something.
- ! = Something that looks important
- T = This is probably going to be on a test.
- V = Important vocabulary
- C = This is a very important conclusion.
Write down any comments or questions you may have as you read. Agree with the author, challenge the author, connect this information with lecture and other readings.

**Recite:** Recite means to do something with the answers to your questions. Say them out loud, or write the answers down in a question and answer format to achieve a good set of study notes.
Review: Now that you have read each chapter section by section, do a final review. This final review pulls the entire chapter back together again. You should:

1. Reread each main heading
2. Review underlined and highlighted sections
3. Review your questions and answers again
4. Do all of this within 24 hours of your initial reading to have maximum retention.

Dianne McKay    Reading 961 Mission College
Appendix 2
SQ3R Scaffold

The following handout can be used to scaffold students through a reading using the SQ3R steps. Students fill it out and turn it in as homework. From it the instructor can see how well the student is learning the material and the quality of the reading that is occurring.

Name: ________________________________________________________

How to Read a Textbook
This assignment is designed to help you apply the SQ3R technique to reading your textbook. Refer to the handout for more detail on completing each step.

Survey: Conduct a survey of the chapter or section of the chapter. What do you expect to learn in this section?

Freewrite: Activate your schema by writing down everything you already know about these topics.


Read: Read the chapter to find the answers to your questions. Highlight and annotate as you go.

Recite: On separate paper, write the answers to your five questions in Question and Answer format.

Review: Review your questions and answers.

Finally, answer the following questions on separate paper: How well did you learn the material in this section? What contributed to your learning or lack of learning? Is SQ3R getting easier for you? Why or Why not?

Dianne McKay
Reading 961
Mission College
Appendix 3: KWL+ & PPC

This example elaborates on KWL+ and PPC. It also shows other prereading strategies.

**PRE-READING STRATEGIES:** The following strategies are designed to take you into, through, and in some cases beyond a variety of reading situations. They will help you to assimilate new information more easily and organize your study time more effectively.

| KWL+ | Step K: What Do I Know? | brainstorm  
generate categories for ideas | Purpose: to activate schema and prepare to assimilate new information in an organized way |
|------|-------------------------|--------------------------|----------------------------------------------------------------------------------|
| Step W: What Do I Want to Know? | develop interests and curiosities  
ask questions | Purpose: to encourage active reading |
| Step L: What Did I Learn? | write what has been learned  
use new learning as a set of reading notes | Purpose: to review and record new information for later reference |
| Step + What Do I Still Want to Learn? | check to see which questions (from Step W) still need to be answered  
add any additional questions  
what further research needs to be done? | Purpose: to develop additional reading projects, outline new areas of study |

KWL+ works best when you are reading something about which you have some schema

<table>
<thead>
<tr>
<th>PPC</th>
<th>Preview<em>Predict</em>Pre-read*Code</th>
<th>Preview</th>
<th>To preview a selection, look for the title, information about the author, sub-headings, graphics, study questions, italicized or bolded words, sections, previews, or summaries</th>
<th>Purpose: to activate schema and to create expectations about the reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>What will this reading be about? How long will it take?</td>
<td>Purpose: to create expectations, raise questions, and help with time management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-read</td>
<td>Read the first sentence of every paragraph. What main points do you think will be covered?</td>
<td>Purpose: to focus expectations, raise questions, create and activate schema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Take concise and relevant notes on main ideas, questions, comments, unfamiliar words, important details. Don’t be afraid to write on your book.</td>
<td>Purpose: to record and review what you've learned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PPPC works even when you know nothing at all about the reading
**BRAINSTORMING:** Jot down ideas about a topic related to the reading; organize ideas into categories
Purpose: to activate schema and prepare to assimilate new information in an organized way

**FREEWRITING:** Write a few paragraphs about the topic the reading covers
Purpose: to activate schema and prepare to assimilate new information

Elizabeth Terzakis  Reading & English Professor Canada College
Appendix 4

MARSI

This is the inventory that can help students ascertain which metacognitive skills they use and to what level they use them.

Metacognitive Awareness of Reading Strategies Inventory (MARSI)

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- *1* means “I never or almost never do this.”
- *2* means “I do this only occasionally.”
- *3* means “I sometimes do this.” (About 50% of the time.)
- *4* means “I usually do this.”
- *5* means “I always or almost always do this.”

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOB 1. I have a purpose in mind when I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 2. I take notes while reading to help me understand what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 3. I think about what I know to help me understand what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 4. I preview the text to see what it’s about before reading it.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 5. When text becomes difficult, I read aloud to help me understand what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 6. I summarize what I read to reflect on important information in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 7. I think about whether the content of the text fits my reading purpose.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 8. I read slowly but carefully to be sure I understand what I’m reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 9. I discuss what I read with others to check my understanding.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 10. I skim the text first by noting characteristics like length and organization.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 11. I try to get back on track when I lose concentration.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 12. I underline or circle information in the text to help me remember it.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 13. I adjust my reading speed according to what I’m reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 14. I decide what to read closely and what to ignore.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 15. I use reference materials such as dictionaries to help me understand what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 16. When text becomes difficult, I pay closer attention to what I’m reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 17. I use tables, figures, and pictures in text to increase my understanding.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 18. I stop from time to time and think about what I’m reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 19. I use context clues to help me better understand what I’m reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 20. I paraphrase (restate ideas in my own words) to better understand what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 21. I try to picture or visualize information to help remember what I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 22. I use typographical aids like bold face and italics to identify key information.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 23. I critically analyze and evaluate the information presented in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 24. I go back and forth in the text to find relationships among ideas in it.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 25. I check my understanding when I come across conflicting information.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 26. I try to guess what the material is about when I read.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 27. When text becomes difficult, I re-read to increase my understanding.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SUP 28. I ask myself questions I like to have answered in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>GLOB 29. I check to see if my guesses about the text are right or wrong.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>PROB 30. I try to guess the meaning of unknown words or phrases.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Metacognitive Awareness of Reading Strategies Inventory

SCORING RUBRIC

Student Name: ___________________ Age: ________ Date: ________________

Grade in School: □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th □ College □ Other

______________________________________________________________________________

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

______________________________________________________________________________

Global Reading Strategies (GLOB Subscale)  Problem-Solving Strategies (PROB Subscale)  Support Reading Strategies (SUP Subscale)  Overall Reading Strategies

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>29</td>
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</tbody>
</table>

____ GLOB Score   ____ PROB Score   ____ SUP Score   ____ Overall Score

____ GLOB Mean    ____ PROB Mean    ____ SUP Mean    ____ Overall Mean

KEY TO AVERAGES: 3.5 or higher = High  2.5 – 3.4 = Medium  2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).
Appendix 5

Reading Apprenticeship Lesson Plan

This lesson plan shows how one instructor uses Reading Apprenticeship in a specific class. It includes the lesson plan and the rubric and means of assessment of the lesson.

Nancy Ybarra  Los Medanos College

English 70 Teaching Community
Lesson Plan/Assessment #2

Course Outcome: Read to make meaningful connections, personally, socially and academically.

Learning Outcome for this Lesson: After reading an article or essay, students will identify the author’s thesis and main supporting points and write a concise summary.

Reading Apprenticeship Model: Dimension Addressed

This lesson addresses both the cognitive and knowledge building dimensions of the reading apprenticeship framework

Assessment Criteria

High: The summary begins with a topic sentence that includes the author and title of the work being summarized as well as a paraphrased statement of the author’s thesis. This is followed by paraphrased statements of the author’s main ideas and conclusion. The use of transitional phrases makes the summary coherent and helps the reader easily follow the author’s main points. There is no reference to the ideas and opinions of the person writing the summary. Spelling and sentence errors are minimal or non-existent.

Medium: The summary begins with a topic sentence that includes the author and title of the work being summarized as well as a paraphrased statement of the author’s thesis. This is followed by statements of the author’s main ideas, but they may not be completely paraphrased and one or more key ideas may be omitted. The summary may be a little difficult to follow because main ideas are not well linked by transitional words or phrases. There are three or more sentence errors and/or spelling errors.

Low: The topic sentence does not include the author’s thesis and the following sentences omit several main ideas of the author. The summary is difficult to follow because main ideas are not linked with transitional words or phrases. Spelling and sentence errors make the summary difficult to read.

Lesson Plan:

Anticipation Guide: Prelude to reading “Romantic Love”
Before reading the article which they will eventually be asked to summarize and respond to, students are asked to “take a position” on the following statements. Students literally move to the right, left or middle of the classroom, depending on whether they agree, disagree or partially agree with the these statements. They are asked to defend their position based on their knowledge and personal experience.

1. Love is blind.
2. I believe in love at first sight.

After this “debate,” students read the article “Romantic Love” in their text, Connections.

**Background Knowledge Probe:** What do you know about writing a good summary?

Read page 51 in your text, Connections: “What is a summary?” Now write down what you know about writing a good summary.

**Think Aloud:**

After working together as a whole class to identify the thesis statement of the article, and the topic sentences, students worked in pairs “thinking aloud” to paraphrase the thesis, topic sentences and author’s conclusion. They wrote these paraphrases down in list form.

I then gave a brief lecture on how to organize a summary paragraph and taught them the “formula” for the opening sentence – author, article name in quotations, and one of the hundred ways to say “said,” although I encouraged them to write their summary in the present tense.

**Practice:** Students wrote a first draft of a summary. I gave them feedback on their first drafts including marking spelling and sentence errors to be corrected.

**Assessment Instrument:** Students wrote a summary of Romantic Love.

**Assessment Results:** See student samples of high, medium, low

The range of scores was as follows:

High: 12 students
Medium: 4 students
Not handed in: 5 students
Appendix 6
Reading Apprenticeship Reading Journal and Vocabulary Lesson

This is another Reading Apprenticeship scaffold for a lesson. In addition it includes a vocabulary journal assignment for helping students learn their vocabulary words from their lessons.

Reading Journal: Hanging on to new teachers
By: C. W. Nevius
(Green Course Pack, 71-72)

STEP 1: Prepare to Read

1. Purpose: To practice annotation in different ways to:
   a) Stay active!
   b) Share our reading processes with others.

2. What do you predict this reading will be about? ________________________________
   ____________________________________________
   ____________________________________________

3. How do you know? That is, what did you do to preview this article? What prior knowledge of the topic informed your prediction? ________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Read about annotation on pp. 48-49 of the green course pack. What are 3 different ways of annotating that you will try to do with this article? ________________________________
   ____________________________________________
   ____________________________________________

STEP 2: Read Actively

After reading a paragraph, annotate your thoughts. You may write on the text itself as well as in the margins. You may use your own symbols and abbreviations, and you may use different colored pens and/or highlighters. The goal is to stay active, to record what you understand, and also to reveal places where you are not sure what the text means. Remember: applaud confusion! If you ignore it, we can’t fix it.

STEP 3: Organize What You’ve Read
1. Choose 1 annotation that you think might not be clear to someone reading your text markings. First, copy your annotation (note the paragraph number.) Then explain what was going through your head as you wrote it. Refer to the text itself in your explanation.

My annotation exactly as I wrote it: ____________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
An explanation of my thinking at this point in the reading: ________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Copy one or more sentences that confused you when you first read it—your “road block” to comprehension. What did you do to try and understand? (Re-read it, read around it, kept reading, asked for help, etc.) What other information in the reading (or from your outside help, like a tutor) helped you figure out the meaning of this sentence(s)?

My “road block”: ________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
How I handled the confusion: __________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. How might this reading influence your decision about Luis Cardenas? Copy a specific sentence(s) that you connected to the case study and explain how you might use this information in your own essay (you could use it to argue for or against teaching.)

A sentence I connected to Luis Cardenas: __________________________________________
________________________________________________________________________________________
How I might use this idea in my essay: ________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Lisa King
San Francisco City College
### Academic Word List (AWL) #6

<table>
<thead>
<tr>
<th>Definition, Pronunciation, and Part of Speech</th>
<th>Word Parts &amp; Usage Notes</th>
<th>Word Forms</th>
<th>My Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>sustain</strong> (sə-stān’) v. 1. To keep in existence; maintain.</td>
<td></td>
<td>-sustainable adj.</td>
<td></td>
</tr>
<tr>
<td><strong>consistent</strong> (kən-sī’s-tənt) adj. uniformity of successive results or events; always happening in the same way.</td>
<td>con=________</td>
<td>--consistently adv.</td>
<td>--consistency n.</td>
</tr>
<tr>
<td><strong>innovation</strong> (in-ə-vā’shən) n. Something newly introduced, such as a method or product.</td>
<td>in=________ nova=________</td>
<td>--innovate v.</td>
<td>--innovative adj.</td>
</tr>
<tr>
<td><strong>mediate</strong> (mi’dē-ät) v. To resolve or seek to resolve differences by working with all conflicting parties.</td>
<td>med=________</td>
<td>-mediation n.</td>
<td>-mediator n.</td>
</tr>
<tr>
<td><strong>initiative</strong> (sīt) n. 1. The ability to begin or follow through with a plan or task</td>
<td>in=________</td>
<td>-initiate v.</td>
<td>-initiator n.</td>
</tr>
</tbody>
</table>

*Hard Truths About Soft Skills*

*Characteristics of a Good Employee*
<table>
<thead>
<tr>
<th>1,2,3?</th>
<th>Word in Context</th>
<th>What I think the word means and WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It can be difficult to <strong>sustain</strong> a commitment to getting a college degree if you lack family support.</td>
<td>It can be difficult to _____________________ a commitment…if you lack family support.</td>
</tr>
<tr>
<td></td>
<td>My husband may not do a lot around the house, but his contribution is <strong>consistent</strong>—he always does the dishes.</td>
<td>…his contribution is _____________________—he always does the dishes.</td>
</tr>
<tr>
<td></td>
<td>Because John and Linda could not agree, they had to meet with a <strong>mediator</strong> to work out a fair divorce settlement.</td>
<td>Because John and Linda could not agree, they had to meet with a _____________________ to work out a fair divorce settlement.</td>
</tr>
<tr>
<td></td>
<td>Hybrid cars are still an <strong>innovation</strong> in the automotive industry, but hopefully they will become as common as gasoline-only vehicles.</td>
<td>Hybrid cars are still an _____________________ in the automotive industry…</td>
</tr>
<tr>
<td></td>
<td>If you must be absent from class, take the <strong>initiative</strong> to find out what you missed and make up the work; don’t wait for someone to tell you what to do.</td>
<td>…take the ____________________ to find out what you missed…don’t wait for someone to tell you what to do.</td>
</tr>
</tbody>
</table>

Lisa King
San Francisco City College.
Appendix 7
Seven Reading Problems

This is the handout that Sara Pries, Sierra College mathematics instructor, uses to begin her workshop:

Seven Reading Problems

Directions: This is a “reading” test. Don’t let the numbers fool you. Think and picture rather than computer.

1. Does England have a fourth of July?

2. If you had only one match and entered a room where there was a lamp, an oil heater, and some kindling wood, which would you light first?

3. A woman gave a beggar 50 cents. The woman is the beggar’s sister, but the beggar is not the woman’s brother. Why?

4. Is it legal in North Carolina for a man to marry his widow’s sister?

5. A garden had exactly 50 different kinds of flowers, including 10 kinds of roses, 3 kinds of sweet peas, 2 kinds of alyssum, 5 kinds of carnations, 3 kinds of zinnias, 8 kinds of poppies, 4 kinds of snapdragons, 5 kinds of gladiolus, and 6 kinds of phlox. How many different kinds of flowers did the garden have?

6. A rooster is sitting on the peak of a roof and lays an egg. Which way does the egg roll: to the right or to the left?

7. Abbott, Baker and Casper are a detective, an entomologist, and a farmer, although not necessarily in that order. Abbott was the mother of healthy twins yesterday. Casper has a deadly fear of insects and will not even get close enough to kill if she sees it. The farmer is getting worried because she and her husband are getting old and will not be able to run the farm for too many more years, and she has no children. Casper, unmarried, especially likes to date brunettes. What is the occupation of each of the three women?
Appendix 8
Reading Handouts

These are the handouts Lisa Rochford, Reading Instructor, gives out to discuss and model “How to Annotate a Text”, “Word Problems Step-by-Step”, and “Five Word Problems: Practicing Pace, Annotate, Translate, and Paraphrase.”

How to Annotate a Text

As an “active reader,” you already know that when you read textbook assignments, you should have questions in your mind. As you read, you should be looking for the answers to these questions. You should also have a pencil in hand so that you can “annotate” your text. As the word suggests, you “take notes” in your textbook.

Unlike “highlighting,” which is a passive activity, the process of annotating text helps you to stay focused and involved with your textbook. You’ll find that the process of taking notes as you read will help you to concentrate better. If will also help you to monitor and improve your comprehension. Annotating will also help you find important concepts for review. If you come across something that you don’t understand or that you need to ask your instructor about, you’ll be able to quickly make note of it, and then go on with your reading.

The following is a list of some techniques that you can use to annotate text:

- Underline important terms
- Circle definitions and meanings
- Write key words and definitions in the margin
- Signal where important information can be found with key words or symbols in the margin
- Write short summaries in the margin at the end of sub-units
- Write the questions in the margin next to the selection where the answer is found
- Indicate the steps in a process by using numbers in the margin
- Develop a personal system of symbols and abbreviations in the margins to find information quickly:

Symbols you can use to annotate. There are, naturally, many more symbols that could work well, but these are a place to start:

* ? + - →

Abbreviations you can use to annotate:

Def-definition
Sum-summary or summary statement
Ex-example

Questions to ask yourself:
Have you noted the source and date of the material or lecture?
Have you accurately captured all of the main ideas?
Can you summarize or paraphrase the material?
Word Problems Step-by-Step

The most important issue with any difficult reading problem is to establish a meaningful process. Here are some steps to think about in establishing your own process:

Before you begin, make sure you do two things:

A. You THOROUGHLY review the math concepts you will be learning
B. You know the terminology of the discipline

I. Pace (AKA, Reading Speed)

Make sure you slow down enough to read every word. In any chunk of text, there are more important items and less important items. An important rule of thumb is “The more difficult the text, the slower your pace.”

TIP: Touch every word with the tip of your pen or pencil. This will make sure your eye catches every word and will help you slow down.

TIP: You will need to read the problem at least twice. Read it slowly, using the above tip, before you do anything else. That way, you will get the actual comprehension out of the way.

II. Annotate (AKS, Mark the page)

If you annotate as you go, you are processing the information twice. Once to understand the words themselves and again to judge whether you should mark it or not. Consider crossing out unnecessary or introductory information.

TIP: Use a highlighter, different colored pen, or a system of notations (circles, stars, etc.) to draw your eye to the important pieces of information in the problem. ALWAYS DO THIS ON YOUR SECOND READ THROUGH.

**Make sure you read the problem through at least once before you begin to annotate**

III. Translate (AKA, Say It In Math Language)

Take your annotations and carefully translate them into math language.

TIP: Make sure you have a thorough understanding of the math concepts you are learning before you begin your word problems. A review of terms (sum, add, subtract, divide) before you attempt a word problem is a very good idea.

SEE STEPS TO COMPLETE BEFORE YOU START
IV. Paraphrase (AKA, Say IT in Your Own Words)

Before you begin to solve your equation, see if you can say it to yourself using different words. If you can do this easily, you understand what you are doing. If you can’t, you need to review. This step can also include visualization, drawing pictures or any other method you know that will allow you some ownership of the information you need.

TIP: Again, using your pencil, make sure you have accounted for everything you marked in your equation. Make necessary adjustments.

Five Word Problems: Practicing Pace, Annotate, Translate, and Paraphrase

1. Jim bought an 11-piece set of golf clubs for $120, one dozen golf balls for $9, and a pair of golf shoes for $45. How much did he spend in all?

2. A hospital had 20 bottles of thyroid medication with each bottle containing 2,500 5-gram tablets. It gave 5 bottles of tablets to the Red Cross. How many tablets does the hospital have left?

3. A roofing company has purchased 1,134 squares of roofing material. One square measures 10 feet by 10 feet. If each cabin needs 9 squares of material, find the number of cabins that can be roofed.

4. A theatre owner wants to provide enough seating for 1,250 people. The main floor has 30 rows of 25 seats in each row. If the balcony has 25 rows, how many seats must be in each balcony row to satisfy the owner’s requirements?

5. A Boeing 747 traveling 675 miles per hour carried 254 passengers. After three hours, it landed in Atlanta where 133 passengers deplaned before it continued on to Washington, D.C., its final destination, 900 miles away. How many passengers deplaned in Washington?
Appendix 9
Math Facts Information

Lynn Hargrove, Mathematics Instructor, gives out and discusses key words and other information with the following handouts.

Math Facts Information

Problem Solving
There are five general rules to follow when trying to solve word problems. They are:
1. Read through the entire problem from beginning to end at least once. Some people miss important facts because they “skim” the problem rather than actually reading it.

2. Look for the main idea. In word problems, it is usually the question. At this step, you are looking for what it is that the question wants you to find.

3. Decide on the operation. There could also be a combination of operations you need to use to answer the question. Look for key words. Draw pictures if necessary to help you “see” the problem.

Some examples of key words are
- **Addition**: in all, add, altogether, total, sum, combine
- **Subtraction**: difference, minus, more than, less than, subtract, take away
- **Multiplication**: product, times, of
- **Division**: how many are in, how many times smaller or larger, average, quotient

4. Pick out the details that will support your operation. Be careful. Many times extra information is added that has no bearing on solving the problem.
5. Solve the problem and label the answer.

Problem-Solving Words

<table>
<thead>
<tr>
<th>Math Symbols</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>The sum of, plus, added to, joined with, increased by, more than, more</td>
</tr>
<tr>
<td>-</td>
<td>The differences of, minus, subtracted from, take away, decreased by, less than, less, reduced by, diminished by, exceeds</td>
</tr>
<tr>
<td>X</td>
<td>The products of, times, multiplied by, equal amounts of, goes into, over</td>
</tr>
<tr>
<td>=</td>
<td>The same as, is equal to, equals, is, was, are, makes, gives the result of, leaves, will be</td>
</tr>
</tbody>
</table>
2 ● Twice, double, two times, twice as much as

½ ● Half, one-half times, half as much as n (any letter). What number, what part, a number, the number, what amount, what percent, what price

2 ● n Twice a (the) number, double a (the) number

½ ● n Half a (the) number, one-half a (the) number

÷ The quotient of, how many are in, how many times smaller or larger, average

**Tips for Solving Word Problems Involving Multiplication and Division of Fractions**

**General Guidelines:**
1. Read the problem and ask yourself what you are looking for.
2. Always look for indicator words. However, you may not always find these indicator words.
3. Use at least three steps. To set up the problem, work it and check it.
4. If necessary change the fractions to whole numbers and work that way. Then go back and use the fractions.
5. Does your solution make sense to you?

**Multiplication Tips:**
1. Remember that multiplication is repeated addition.

   **Example:** For an annual pancake breakfast \( \frac{2}{3} \) cup of Bisquick is needed per person to make the pancakes. If about 135 people are expected to attend, then how much Bisquick will you need?

   1a) \( x = \) total amount of Bisquick needed for pancake breakfast
   1b) \( x = \frac{2}{3} \times 135 \)
   1c) \( x = 90 \) cups

2. If the word “of” is used most times it means multiplication. Usually you are finding a fraction of something which means to multiply. The word “of” must follow a fraction.

   **Example 1:** Sociologists have discovered that \( \frac{2}{5} \) of the people in the world are shy. A sales manager is interviewing 650 people. How many of these people might be shy? (Notice the word “of” follows a fraction)

   \( X = \) the number of shy people being interviewed
\[ X = \frac{2}{5} \cdot 650 \]

\[ X = 260 \text{ people} \]
Example 2: After Jack takes the CBEST teaching exam he can earn $88 working a full day as a substitute teacher. How much would he receive if he works \( \frac{3}{4} \) of a day?

\[ A = \text{amount earned working} \]
\[ A = \frac{3}{4} \times 88 \]
\[ A = $66 \]

3. Most times when you have information given that has **different measures**, you will multiply.
   a. Example 1: How much salmon is needed to serve 30 people if each person gets \( \frac{2}{5} \) pound? (Notice you have servings and pounds and you need to find pounds for your answer).

   \[ X = \text{pounds of salmon needed} \]
   \[ X = \frac{2}{5} \times 30 \]
   \[ X = 12 \text{ lb.} \]

   b. A sandwich shop sells submarine sandwiches by the foot. If one serving is \( \frac{2}{3} \) foot long, how many feet would you need to feed 30 people? (Notice the measures are different)

   \[ N = \text{number of feet of sub sandwich needed} \]
   \[ N = 30 \times \frac{2}{3} \]
   \[ N = 20 \text{ ft.} \]

4. The measures are **always the same** when finding area of a figure.

Example: Find the area of the backyard if it measures \( 14 \frac{2}{3} \) feet by \( 10 \frac{2}{5} \) feet.

\[ A = \text{area of the backyard} \]
\[ A = 14 \frac{2}{3} \times 10 \frac{2}{5} \]
\[ A = 152 \frac{8}{15} \text{ sq. ft.} \]

**Division of Fractions Tips:**

1. Be careful because order does make a difference and is important!

2. If the words say split, divide, taken off, break into groups or anything hinting at taking apart, then you divide.
3.  a. **Example 1:** The school district purchased $\frac{3}{4}$ ton of clay. The clay is to be distributed equally among the district’s 6 schools. How much does each school receive? (Key word: distributed equally means divide)

   \[ X = \text{amount of clay each school receives} \]
   \[ X = \frac{3}{4} \div 6 \]
   \[ X = \frac{1}{8} \text{ ton of clay} \]

4.  When it seems that you “take away” repeated amounts from the whole, you divide. Also notice that the measures are the same and the answer is a different measure. **Example 1:** The air guard uses $9$ million to spend on new helicopters. If each helicopter costs $\$3\frac{3}{4}$ million, how many helicopters can be bought?

   (Notice repeated “take aways”. You start with $9$ million and take away how much till there is none left).

   \[ N = \text{number of helicopters to be bought} \]
   \[ N = 9 \div \frac{3}{4} \]
   \[ N = 12 \text{ helicopters} \]

**Example 2:** The market prepackages Swiss cheese into $\frac{3}{4}$ pound packages. How many packages can be made from a 15 pound block of Swiss cheese?

   \[ X = \text{number of packages of cheese} \]
   \[ X = 15 \div \frac{3}{4} \]
   \[ X = 20 \text{ packages} \]

**Solving Application Problems**

**Solving with One Unknown**

**I. Translating into a Variable Statement**

**A. Addition**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Algebraic Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>the sum of a and 8</td>
<td>a + 8</td>
</tr>
<tr>
<td>4 plus c</td>
<td>4 + c</td>
</tr>
<tr>
<td>16 added to m</td>
<td>m + 16</td>
</tr>
</tbody>
</table>
4. 4 more than n \( n + 4 \)
5. 20 greater than m \( m + 20 \)
6. t increased by r \( t + r \)
7. exceeds y by 35 \( y + 35 \)

### B. Subtraction

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Algebraic Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the difference of 23 and p</td>
<td>23 - p</td>
</tr>
<tr>
<td>2. 550 minus h</td>
<td>550 - h</td>
</tr>
<tr>
<td>3. w less than 108</td>
<td>108 - w</td>
</tr>
<tr>
<td>4. 7 decreased by j</td>
<td>7 - j</td>
</tr>
<tr>
<td>5. m reduced by x</td>
<td>m - x</td>
</tr>
<tr>
<td>6. 12 subtracted from g</td>
<td>g - 12</td>
</tr>
<tr>
<td>7. 5 less f</td>
<td>5 - f</td>
</tr>
</tbody>
</table>

### C. Multiplication

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Algebraic Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the product of 4 and x</td>
<td>4x</td>
</tr>
<tr>
<td>2. 20 times b</td>
<td>20b</td>
</tr>
<tr>
<td>3. twice r</td>
<td>2r</td>
</tr>
<tr>
<td>4. ( \frac{3}{4} ) of m</td>
<td>( \frac{3}{4} m )</td>
</tr>
</tbody>
</table>

### D. Division

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Algebraic Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The quotient of r and 10</td>
<td>( \frac{r}{10} ) or ( r \div 10 )</td>
</tr>
<tr>
<td>2. a divided by b</td>
<td>( a \div b )</td>
</tr>
<tr>
<td>3. the ratio of c to d</td>
<td>( c \div d )</td>
</tr>
<tr>
<td>4. k split into 4 equal parts</td>
<td>( k \div 4 )</td>
</tr>
</tbody>
</table>
II. Combining variable expressions with more than one operation.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Algebraic expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sum of twice a number and 9</td>
<td>2n + 9</td>
</tr>
<tr>
<td>2. Opposite of a number decreased by 5</td>
<td>-n - 5</td>
</tr>
<tr>
<td>3. Sum of opposite a number and -5</td>
<td>-n + -5 or –n - 5</td>
</tr>
<tr>
<td>4. Product of twice a number and 8</td>
<td>(2n) (8)</td>
</tr>
<tr>
<td>5. Five times the sum of twice a number and -5</td>
<td>5(2n – 5)</td>
</tr>
<tr>
<td>6. Six times the sum of twice the opposite of a number and -8</td>
<td>6(-2n – 8)</td>
</tr>
<tr>
<td>7. Product of 7 and the sum of a number and ten</td>
<td>7(n + 10)</td>
</tr>
<tr>
<td>8. Sum of 3 times a number and -4 multiplied by 5</td>
<td>3n -4(5)</td>
</tr>
<tr>
<td>9. Sum of –10 and 6 times the opposite of a number</td>
<td>-10 – 6n</td>
</tr>
<tr>
<td>10. The product of 7 and 6 less than a number</td>
<td>7(n – 6)</td>
</tr>
</tbody>
</table>

II. Algebraic Equations

Procedure
1. Choose a variable to represent what is missing in the problem.
2. Write an equation using the variable.
3. Solve the equation.

Examples
1. Four more than 6 times a number is the same as 9 times the number increased by 10. Find the number.
   a) n = the missing number
   b) 4 + 6n = 9n + 10
   c) n = -2
2. A number plus 5 more than 3 times the number is 27.
   a) n = a number
   b) n + 5 + 3n = 27
   c) n = 5.5
Solving Applications Problems with Two Unknown Quantities

I. Hidden Values: Coin Problems

A. Remember that when using coins that each has a decimal value when thinking in terms of dollars.
   a. Pennies = $0.01
   b. Nickels = $0.05
   c. Dimes = $0.10
   d. Quarters = $0.25
   e. Half dollars = $0.50

B. When talking about how many of each coin you have and you have a total value in dollars, don’t forget to put the decimal amount next to the coins. For example:
   If you have a total of $4.25 in quarters and dimes, remember:
   \((0.25 \times \text{quarters}) + (0.10 \times \text{dimes}) = 4.25\)
   \(0.25q + 0.10d = 2.45 = 4.25\)

C. Coin Problem: Elaine has quarters and dimes totaling $2.55. If she has one more dime than quarters, how many of each does she have?

<table>
<thead>
<tr>
<th>Amount</th>
<th>x</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarters</td>
<td>q</td>
<td>0.25</td>
<td>0.25q</td>
</tr>
<tr>
<td>dimes</td>
<td>(1 + q)</td>
<td>0.10</td>
<td>0.10(1 + q)</td>
</tr>
<tr>
<td>mix</td>
<td></td>
<td></td>
<td>2.55</td>
</tr>
</tbody>
</table>

   a. \(q = \text{quarters}\)
   \(2.55\)
   \(d = \text{dimes} = 1 + q\)

   b. \(0.10d + 0.25q = 2.55\)
   \(0.10 + 0.10q + 0.25q = 2.55\)
   \(0.10 + 0.35q = 2.55\)
   \(-0.10 = 0.35q = 2.45\)

   c. \(q = 7\) quarters
   \(d = 1 + q\)
   \(= 1 + 7\)
   \(= 8\) dimes

II. Geometry Problem

A. Procedure:
1. Use the text to look up formulas for perimeter, area, volume, and circumference for various geometric figures.
2. Use substitution to solve the given geometric problems.
3. Make sure to label answers with the correct label.
   a. Use the measure for perimeter and circumference.
   b. Use square units for area.
   c. Use cubic units for volume.

B. The width of a rectangle is 3 feet less than the length. If the perimeter is 22 feet, what are the length and the width of the rectangle? (sketch the figure)
1. What information is given and what is it you are looking for?
   a. Given: \( W = \text{width} = L - 3 \)
   \( L = \text{length} \)
   \( P = \text{perimeter} = 22 \text{ ft.} \)
   b. \( P = 2L + 2W \)

2. Three Steps
   a. \( L = \text{Length} \)
   \( L - 3 = \text{Width} \)
   b. Equation: \( 22 = 2L + 2(L - 3) \)
   Work:
   \[
   \begin{align*}
   22 &= 2L + 2(L - 3) \\
   22 &= 2L + 2L - 6 \\
   22 &= 4L - 6
   \end{align*}
   \]
   \[
   \begin{align*}
   \pm 6 &= + 6 \\
   28 &= 4L \\
   7 &= L
   \end{align*}
   \]
   c. State the solution: \( L = 7 \text{ feet} \quad W = 4 \text{ ft.} \)

III. Work-Rate Problems
A. Procedure
1. Formulas: \( \text{Rate} = \frac{\text{work done in one situation}}{\text{Time it takes in one situation}} \)
   \[ \text{Work completed} = (\text{rate of work}) \times (\text{time}) \]

2. First calculate the rate for each person. Then, use the work completed formula to figure out the missing factors. Use a chart if possible to figure out information.

B. It takes an experienced carpenter 3 days to build a wooden deck on the back of a house. It takes an apprentice 4 days to do the same job. How long would it take for them to do the job together?
1. Given information: Experienced carpenter takes 3 days.
   Apprentice carpenter takes 4 days.
   \( T = \text{time to do the job together} \)
1 = indicates one complete job

<table>
<thead>
<tr>
<th>Rate</th>
<th>x</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced Carpenter</td>
<td>(\frac{1}{3}) of the job in 1 day</td>
<td>(T)</td>
</tr>
<tr>
<td>Apprentice Carpenter</td>
<td>(\frac{1}{4}) of the job in 1 day</td>
<td>(T)</td>
</tr>
</tbody>
</table>

2. Variable statement: \(T\) = time to complete the job together

3. Equation:
\[
\frac{1}{3}T + \frac{1}{4}T = 1
\]

4. Solve:
\[
\frac{1}{3}T + \frac{1}{4}T = 1
\]
\[
\frac{4}{12}(\frac{1}{3})T + \frac{3}{12}(\frac{1}{4})T = 1
\]
\[
\frac{7}{12}T = 1
\]
\[
\left(\frac{12}{7}\right)\left(\frac{7}{12}\right)T = (1)\left(\frac{12}{7}\right)
\]
\[
T = \frac{12}{7}
\]

5. Solution: \(T = 1 \frac{5}{7}\) days

Mixtures

A. Procedure: Two or more components are combined to produce a mixture with a certain value.
   1. Read information and make a table to determine the amount of each component and the value of each component.
   2. There might be hidden components with cost and amount bought, so be careful.

B. Coffee Grounds Inc. has two kinds of coffee. Coffee A costs $9 per kg. and Coffee B costs $6 per kg. If you buy 100 kg. of Coffee A, how many kilograms of Coffee B should be combined to obtain a blend worth $1200?

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Coffee} & \text{Amount} & \text{Value} & \text{Total} \\
\hline
A & 100 & 9 & 100(9) \\
B & b & 6 & 6b \\
Mix & 1200 & & 9(100) + 6b \\
\hline
\end{array}
\]

1. Variable statement: \(b = \text{amount of Coffee B}\)
2. Equation: \(9(100) + 6b = 1200\)
\[
\frac{900 + 6b}{900} = \frac{1200}{900}
\]
\[
6b = \frac{300}{6} = 50
\]

3. Solution: \( b = 50 \) kg.

C. The manager of a movie theater noted that 411 people attended a movie but neglected to note the number of adults and children. Admission was $7.00 for adults and $3.75 for children. The receipts were $2678.75. How many adults and children attended the movie?

<table>
<thead>
<tr>
<th>Movie Attendees</th>
<th>Amount</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>a</td>
<td>$7.00</td>
<td>7a</td>
</tr>
<tr>
<td>Children</td>
<td>c</td>
<td>$3.75</td>
<td>3.75c</td>
</tr>
<tr>
<td>Mix</td>
<td>a + c = 411</td>
<td>$2678.75</td>
<td>7a + 3.75c = 2678.75</td>
</tr>
</tbody>
</table>

1. Variable statement: \( a = \) adults
\( c = \) children

2. Equations: \( a + c = 411 \)

\[
2877 - 3.25c = -2877 + 3.75c = 2678.75
\]

\[
a = 411 - 61 = 350 \text{ adults}
\]
\[
c = 61 \text{ children}
\]

3. Solution: \( a = 350 \) adults
\( c = 61 \) children
V. Distance Problems: \( D = R \times T \)

A. The distance between Houston, Texas and Austin, Texas is 180 miles. A car leaves Houston traveling toward Austin at an average rate of 68 miles per hour. At the same time, a van leaves Austin traveling toward Houston at an average rate of 52 miles per hour. Assuming they are traveling on the same route, how long will it take until they meet?

\[ \begin{array}{cccc}
\text{Car} & \text{r} & \text{t} \\
\text{Van} & & \\
\end{array} \]

B. Keith leaves his home in Sacramento traveling east on I-80 at an average rate of 65 miles per hour. Three hours later his wife leaves home and takes the same route traveling at an average rate of 70 miles per hour. How many hours will it take his wife to catch up to him?

\[ \begin{array}{cccc}
d & r & t \\
\hline
\end{array} \]

C. Bret drove for 4 hours on the freeway, then decreased his speed by 20 MPH and drove for 5 more hours on a country road. If his total trip was 485 miles, then what was his speed on the freeway?

\[ \begin{array}{cccc}
d & r & t \\
\hline
\end{array} \]
Three-Step Problem Solving Procedure

First:  
Variable Statement

Second:  
Equation

Third:  
Solution stated with labels.

Example: You want to buy several items that cost $245, $123, and $678. What is the total cost of the items?

a.  \( c = \text{total cost} \)

b.  \( c = 245 + 123 + 678 \)

Work:

\[
\begin{array}{c}
245 \\
123 \\
+ 678 \\
\hline
1046
\end{array}
\]

c.  \( c = \$1046 \)

Solving Algebraic Equations

1. Whatever is done to one side of the equation it must be done to the other side of the equation, too.


   a.  \( 5 + a = 12 \)
       \[
       \begin{array}{c}
       -5 \\
       \hline
       a = 7
       \end{array}
       \]
   b.  \( y - 10 = 8 \)
       \[
       \begin{array}{c}
       + 10 = +10 \\
       \hline
       y = 18
       \end{array}
       \]

3. Multiplication problems. (Multiplication Property of Equality)

   a.  \( 4x = 20 \)
       \[
       \begin{array}{c}
       \frac{4x}{4} = \frac{20}{4} \\
       \hline
       x = 5
       \end{array}
       \]
   b.  \( 120 = 5y \)
       \[
       \begin{array}{c}
       \frac{120}{5} = \frac{5y}{5} \\
       \hline
       24 = y
       \end{array}
       \]
Three-Step Problem Solving Procedure for Proportions

First: \textbf{Variable Statement}

Second: \textbf{Equation}

Third: \textbf{Solution stated with labels.}

\textbf{Example:} It was time for your notebook check and you completed everything but your test corrections. This means that you have lost 5 points. What was your percentage score if the total points you could earn was 25 points?

a. \( p = \) your percentage score (\%) 

b. \[ \frac{100 \text{ perfect } \%}{25 \text{ perfect points}} = \frac{p \text{ your } \%}{(25-5) \text{ your points}} \]

Work: \[ 25p = 100(25-5) \]
\[ 25p = 100(20) \]
\[ 25p = 2000 \]
\[ \frac{25p}{25} = \frac{2000}{25} \]
\[ p = 80\% \]

c. \( p = 80\% \)
Chapter 11

Basic Skills and Noncredit: Constructing A Bridge to College and Career Opportunities

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Chapter 11

Basic Skills and Noncredit: Constructing A Bridge to College and Career Opportunities

Who are Noncredit Students?

**Judy sought to further her education.** As a mother of 3 grown children and grandmother of 5, she had worked in elementary education for 16 years before becoming a nanny and then a care provider for her older parents. At the urging of her 92-year-old mother, Judy decided to go back to school and complete her certificate in early childhood education (ECE at the local college). After completing the requirements of this noncredit program, Judy graduated in June 2007 and served as the student speaker at commencement. Subsequently, Judy was hired as a preschool teacher by a local private preschool.

**Miryam was an immigrant** and a young married mother who worked in a fast food restaurant. She began taking noncredit ESL classes at a community college, and then took classes at the noncredit adult high school diploma program at the same college. She received her diploma in June 2005, and then enrolled in the noncredit Pharmacy Technician Certificate program also at the same college. She successfully earned her certificate and plans to take credit classes at the same college, in order to complete the Nursing Program. Miryam eventually wants to continue her education to become a doctor.

**Emelia expressed the desire** to speak English in activities such as going to the store, interacting with her neighbors, or visiting the doctor. Her son, Aurelio, brought her to a noncredit ESL program at the local community college. Aurelio, also a student in the ESL program, knew that once his mom met some of his teachers, fellow students, and saw the resources available, she would want to attend regularly. Having attained education only through second grade in her native country of Mexico, Emelia knows that she faces many challenges ahead of her. Her latest quest is to recruit others to attend the ESL Program. Emelia’s recruitment has been successful as her 88-year-old mother, Andrea, has recently become a student in the program. And although Andrea doesn’t even know how to read or write in her native Spanish language, Emelia encourages her to work through her exercises and knows that one day they will be able to communicate in English together.

**Mariano’s passion** for his new country and his desire to become a citizen led him to noncredit ESL classes at his local community college. Along with learning English, Mariano successfully completed the naturalization exam and will attend credit classes at his local community college to enhance his job opportunities and his life.
There are thousands of stories like these happening every day. Noncredit is “a bridge over troubled waters,” one that leads to a college education for many lacking basic skills, high school diplomas, English language proficiency, vocational training and the ability to compete in today’s global economy.\(^1\) Think of it as a beautifully constructed overpass that can lead to many opportunities, including all of the buildings in a college, especially the one that houses a student’s dreams of degrees. For so many basic skill students, Noncredit is the first structure that gives them the tools and confidence to build others.

California Community Colleges Noncredit instruction is the first point of entry for thousands of under-prepared students who hope to enter the labor market, enroll in college and fully participate in civic society. Significant portions of these individuals are immigrants and persons of color. Noncredit instruction is intended to be responsive to multiple types of students with varied learning needs including, but not limited to:

- High school dropouts seeking a high school diploma, GED or high school equivalency;
- Persons with literacy challenges whose basic skills are inadequate to enroll in college or to find self-sustaining work
- New immigrants who have limited English proficiency and need English as a second language, citizenship/civic education or short-term vocational education;
- First-time or incumbent workers who lack educational credentials, basic literacy skills or technical skill sets and are in need of short-term vocational education training;
- Adults receiving public assistance/welfare recipients;
- Persons involved with the penal system;
- Disabled persons in need of independent living skills and short-term education;
- Older adults in need of skills to help obtain and navigate community and social service systems, and maintain their economic, physical and mental health; and
- Parents in need of parenting and life management skills.\(^2\)

For many community colleges in California, the bridge of Noncredit is a mystery. Others have large and flourishing programs. This chapter is written for those of you who are actively working on that bridge for students, already teaching in Noncredit. And this chapter is also written for those of you simply interested in learning how Noncredit works and perhaps helping your college to explore its options. Our focus is Noncredit basic skills and ESL. By the state’s definition, this includes adult basic education (ABE), equivalent to instruction provided in grades 1 through 8, and adult secondary education (ASE), equivalent to instruction supplied in grades 9 through 12, leading to a high school diploma or preparation for the General Education Development (GED) examination, English as a Second Language (ESL), citizenship preparation.

A Little Background

In 1960, the Donahoe Higher Education Act implemented the landmark “California Master Plan for Higher Education 1960-1975” and mandated that junior colleges be independent of unified

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\(^1\) Andrea Sibley-Smith and the Ad Hoc Noncredit Committee, 2008. \(…Like a Bridge Over Troubled Waters\), Senate Rostrom, The Academic Senate for California Community Colleges (ASCCC), May 2008.

\(^2\) Donna Boatright, 2005, Noncredit Instruction – A Portal to the Future. A presentation to the Board of Governors.
school/high school districts. The separation of adult education in the community colleges from adult education in the K-12 districts brought about the two current systems that you are probably familiar with today. Adult education in the community colleges was then dubbed “Noncredit” and was run solely by the community colleges.  

California’s community colleges have the distinct advantage of being responsive to the changing demographics, economic trends and political changes within the state. The challenge of mushrooming high school drop-out rates, the influx of immigrants, and rapid changes in technology and labor force needs pose an increased demand upon higher education institutions. Community colleges provide a delivery system that is more accessible and effective for diverse populations, unskilled workers, and individuals seeking post-secondary educational experiences than other institutions of higher learning. For many colleges, one of the ways they are answering these new challenges is through their Noncredit programs.

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**Quiz on Noncredit Basic Skills & ESL**

Let's see what you already know about Noncredit Basic Skills and ESL. Take the quiz below, marking the answers True or False.

1. Of all the community college districts in the state of California, most offer some form of noncredit instruction.
   - A. True
   - B. False

2. In 2006/07, there were more students enrolled in credit Basic Skills and ESL courses than there were in noncredit Basic Skills and ESL courses.
   - A. True
   - B. False

3. More than 1,000,000 Californians, between the ages of 18 and 25, lack a high school diploma.
   - A. True
   - B. False

4. The high school drop-out rate varies from 30% as the statewide average to 60% in some urban areas.
   - A. True
   - B. False

5. Most California community college districts offer adult high school diploma programs.
   - A. True
   - B. False

---

3 *The Role of Noncredit in the California Community Colleges*, Educational Policies Committee, ASCCC.
6. Course delivery for Noncredit is the same as for Credit classes.
   A. True
   B. False
7. The pay structure for FTES and payment of faculty is different in Noncredit than credit instruction.
   A. True
   B. False
8. Statewide, one in ____ AA or AS degree-earners started in Noncredit.
   A. twenty
   B. twelve
   C. ten
   D. four
9. What student services support noncredit instruction?
   A. assessment
   B. orientation
   C. counseling
   D. all of the above
10. Matriculation services are not available for noncredit ESL students.
    A. True
    B. False

Answers to the Quiz

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. D. four
9. D. All of the above
10. B. False

Read the following sections of the chapter for more detailed answers to the quiz.

Who Offers Noncredit?
(Quiz Question 1: Of all the community college districts in the state of California, most offer some form of noncredit instruction – True).

Approximately 1.2 million students are enrolled in K-12 adult education classes and 800,000 are enrolled in noncredit education within the community colleges. Currently, 71 of the 72 community college districts offer some form of noncredit. The nine authorized categories for state-supported noncredit courses include parenting, basic skills, English as a second language (ESL), short-term
vocational, home economics, health and safety, and courses for persons with disabilities, older adults and for immigrants such as citizenship. Yet, while everyone offers some sort of Noncredit, only a few colleges have large programs. The largest providers of state-supported noncredit education programs are the San Francisco, San Diego, Rancho Santiago and North Orange County community college districts.

Look at the chart below that lists 25 colleges that are highly active in noncredit. These top 25 colleges claimed 71,942 noncredit FTES of the total 86,426 noncredit FTES in 2005-06 (83%).

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DISTRICT</th>
<th>NON-CREDIT FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco</td>
<td>San Francisco CCD</td>
<td>11,744.60</td>
</tr>
<tr>
<td>San Diego</td>
<td>San Diego CCD</td>
<td>9,597.37</td>
</tr>
<tr>
<td>Rancho Santiago CED</td>
<td>Rancho Santiago CCD</td>
<td>9,236.45</td>
</tr>
<tr>
<td>North Orange</td>
<td>North Orange CCD</td>
<td>6,782.75</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>Mt. San Antonio CCD</td>
<td>5,411.60</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>Sonoma CCD</td>
<td>3,677.57</td>
</tr>
<tr>
<td>Glendale</td>
<td>Glendale CCD</td>
<td>2,495.46</td>
</tr>
<tr>
<td>Butte</td>
<td>Butte CCD</td>
<td>1,986.23</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Santa Barbara CCD</td>
<td>1,771.97</td>
</tr>
<tr>
<td>Merced</td>
<td>Merced CCD</td>
<td>1,591.18</td>
</tr>
<tr>
<td>Pasadena</td>
<td>Pasadena CCD</td>
<td>1,561.61</td>
</tr>
<tr>
<td>LA City</td>
<td>Los Angeles CCD</td>
<td>1,560.74</td>
</tr>
<tr>
<td>Monterey</td>
<td>Monterey CCD</td>
<td>1,503.30</td>
</tr>
<tr>
<td>Palomar</td>
<td>Palomar CCD</td>
<td>1,484.03</td>
</tr>
<tr>
<td>Saddleback</td>
<td>South Orange County CCD</td>
<td>1,328.56</td>
</tr>
<tr>
<td>Citrus</td>
<td>Citrus CCD</td>
<td>1,265.58</td>
</tr>
<tr>
<td>East LA</td>
<td>Los Angeles CCD</td>
<td>1,205.79</td>
</tr>
<tr>
<td>Allan Hancock</td>
<td>Allan Hancock CCD</td>
<td>1,129.63</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Long Beach CCD</td>
<td>1,119.10</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>Rio Hondo CCD</td>
<td>1,102.57</td>
</tr>
<tr>
<td>Mira Costa</td>
<td>Mira Costa CCD</td>
<td>1,064.22</td>
</tr>
<tr>
<td>San Joaquin Delta</td>
<td>San Joaquin Delta CCD</td>
<td>862.10</td>
</tr>
<tr>
<td>Napa</td>
<td>Napa CCD</td>
<td>854.64</td>
</tr>
<tr>
<td>Desert</td>
<td>Desert CCD</td>
<td>827.20</td>
</tr>
<tr>
<td>LA Trade</td>
<td>Los Angeles CCD</td>
<td>777.55</td>
</tr>
</tbody>
</table>

Figure 3: The 25 Colleges with the Highest FTES, 2005-06

If 83% of the 800,000 Noncredit students come from only 25 of our 107 colleges, why aren’t more colleges getting into the Noncredit bridge building business? The answer is that many colleges may not offer more noncredit instruction because, traditionally, the community colleges offered adult education only in a required memorandum of understanding (MOU) with the K-12 districts in their areas. However, colleges are no longer required to have an MOU with K-12 adult education schools, although most colleges report strong relationships with the local K-12 adult education providers. In addition, according to anecdotal interview data, many colleges are limiting their noncredit offerings to tutorial and basic skills.4

How Many Community College Students are Enrolled in Noncredit?

(Quiz Question 2: In 2006/07, there were more students enrolled in credit Basic Skills and ESL courses than there were in noncredit Basic Skills and ESL courses – False).

It might surprise you to learn that more students are enrolled in Noncredit Basic Skills and ESL courses than those in credit. Take a look at the numbers below.

California Community College Academic Year 2006/07
Headcount of students enrolled in Basic Skills & ESL

<table>
<thead>
<tr>
<th>Credit</th>
<th>Noncredit</th>
</tr>
</thead>
<tbody>
<tr>
<td>326,478</td>
<td>393,004</td>
</tr>
</tbody>
</table>

Who are these students enrolling in Noncredit?

Much like California itself, the population of Noncredit students is very diverse:

- 57% are underrepresented minorities; 12% are listed as “unknown” and could very likely increase this figure.
- Hispanics or those of Hispanic descent comprise the largest ethnic group (32%); 31% are Caucasian (white non-Hispanic); Asians comprise 12%; African-Americans comprise 6%; Filipinos 3%; American Indians and Alaskan natives are slightly less than 1% and Pacific Islanders are also slightly less than 1%; other non-whites are listed at 2%.
- For the past five years or more the two largest age groups are 18-24 (36%) and 65 plus (22%).
- Approximately 5% of the noncredit students are disabled.
- Close to 23 percent are legal immigrants

Do you remember the Table with enrollment statistics on who Basic skills students are from Chapter 1 in this Handbook? Take a look at it again (reprinted below). Note the numbers for both Asian/Filipino/Pacific Islander and Latina/o students. If we do not have strong Noncredit programs, we may miss building a bridge for these groups to college. Noncredit instruction is a viable means of achieving the California Community College System’s vision to provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive education to all Californians.

---

Table 1  
California Community College Academic Year 2006-2007  
Headcount of Students System-wide as Compared to Students Enrolled in Credit and Non-credit by Ethnicity

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>% OF TOTAL HEADCOUNT (Total Unduplicated headcount)</th>
<th>% OF TOTAL ENROLLMENT in Credit Basic Skills &amp; ESL (total headcount)</th>
<th>% OF ENROLLMENT in Non-credit Basic Skills &amp; ESL (total headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>7.49% (196,449)</td>
<td>11.24% (36,688)</td>
<td>6.23% (24,470)</td>
</tr>
<tr>
<td>ASIAN/FILIPINO/PAC ISLANDER</td>
<td>16.40% (429,897)</td>
<td>17.00% (55,529)</td>
<td>19.39% (76,208)</td>
</tr>
<tr>
<td>HISPANIC/LATINA/O</td>
<td>28.79% (754,708)</td>
<td>41.40% (135,156)</td>
<td>43.72% (171,821)</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>0.86% (22,433)</td>
<td>0.92% (2,987)</td>
<td>0.54% (2,115)</td>
</tr>
<tr>
<td>OTHER, NON-WHITE</td>
<td>1.98% (51,999)</td>
<td>1.99% (6,485)</td>
<td>1.89% (7,420)</td>
</tr>
<tr>
<td>WHITE</td>
<td>35.40% (928,056)</td>
<td>22.57% (73,702)</td>
<td>18.69% (73,459)</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>9.08% (237,903)</td>
<td>4.88% (15,931)</td>
<td>9.54% (37,511)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100% (2,621,445)</td>
<td>100% (326,478)</td>
<td>100% (393,004)</td>
</tr>
</tbody>
</table>

The Need for Noncredit for High School Students

(Quiz Questions 3: More than 1,000,000 Californians, between the ages of 18 and 25, lack a high school diploma – True. Question 4: The high school drop-out rate varies from 30% as the statewide average to 60% in some urban areas – True. Question 5: Most California community college districts offer adult high school diploma programs - False.)

More than one million Californians between the ages of 18 and 25 lack a high school diploma. This is a very alarming number. Worse, approximately 30 percent of all high school students drop out. The dropout rate for African-Americans and Latina/os is even higher at 40%. In some urban areas, the dropout rate is close to 60%.

What does it mean for California to have so many of its citizens without high school diplomas? Certainly, we will not be able to continue as a leader in the nation if we do not address the education of so many of our young people. Noncredit is one means, a bridge if you will, for young people to walk over to come back to school and get their high school degree.

Adult Secondary Basic Skills (also known as Adult High School Diploma Programs) offer classes in GED test preparation and high school diploma subjects. A total of nine community college districts in the state provide noncredit basic skills that also include adult high school diploma courses: Desert, Glendale, Mira Costa, Mt. San Antonio, North Orange County, Rancho Santiago, San Diego, San Francisco and Santa Barbara. These adult high school diploma programs are primarily conducted in an instructional lab environment where students may attend on a flexible schedule. These classrooms support a range of student ages (e.g. 18 to 84) and populations, including ESL learners and students referred by the Disabled Student Programs and Services (DSPS) department. The Noncredit community college programs are in essence a “college without walls” whose ability to offer classes that respond to the community and business educational needs, with flexible scheduling, open-entry/open-exit courses, and competency-based instruction, reaches a diverse population. The need for these classes is determined at the local level. This enables continuing education programs to “keep a pulse” of the changing needs in the local community.

Instructional Delivery

(Quiz Question 6 -- Course delivery for Noncredit is the same as for Credit classes --False.)

One of the advantages of Noncredit is that different course delivery strategies can be used. Noncredit also has the unique ability to offer classes on a flexible basis, where students may enroll and attend at any time during the school year using an open-entry/open-exit process. That is, students may register and attend whenever classes are offered, even in the middle in the semester. And they may exit when they choose. Students set their own schedules and study at their own pace. The individualized instruction allows for students to complete courses and earn credits throughout the school year.

When students enter the self-paced instructional environment, most programs issue a student contract, guide or competency-based course outline that specifies in detail the course requirements, assignments and exams. Students use these documents to track progress and record scores or grades. Those who are enrolled in structured classes are also given a syllabus that delineates course and student expectations to successfully complete the class.
Many of the same teaching techniques that are shared in this BSI handbook for college students apply to the Noncredit classroom. There are many similarities in the degree of preparation of credit basic skills/ESL students with those of noncredit.

Noncredit students bring diversity into the classroom. Each person’s learning style is unique and varies enormously. In an open-entry/open-exit environment, Noncredit instructors must also approach Noncredit students in a non-linear fashion:

**Recycling and reinforcement** – materials must be presented multiple times both to catch students who missed the first presentation, but also to reinforce the material for those who were present.

**Spiraling** – material needs to be re-presented in new contexts for better integration (not in a gradual progression)

**Experiential loop** – students take what they learn and use it in the world; then they bring back their experiences and questions to the class (competency-based education)

**Scaffolding** – “providing contextual supports for meaning through the use of simplified language, teacher-modeling, visuals and graphics, cooperative learning and hands-on learning” (Ovando, Collier & Combs, 2003).6

Along with traditional classroom presentations and individualized instruction models, some computer-assisted/technology-based tools are used. For the most part, computers are used as supplemental guides or complements to the textbook or classroom instruction; although, in a few cases computer software was the primary method for delivering instruction and providing assessment. Most prevalent was the use of word processing for note-taking, chapter outlines and compositions. With student e-mail accounts provided, some instructors request that documents are created, edited and then submitted via e-mail for class assignments. Many textbook publishers also include resources on CD’s and links to websites or virtual tours. Check out the section on “Effective Practices” to learn more about technology-assisted instruction techniques.

Tutors are “the friendly faces that our students seek”… and are able to provide both small group and one-on-one instruction in a variety of subjects. “Students are being engaged in relevant content areas, asking questions, and using their critical thinking skills to discover the answers and reach their conclusions.”7

Noncredit ESL classes are offered throughout the local community. These locations, whether they are held in local libraries, K-12 schools or community centers, are often within walking distance of the adult students. **Multi-level ESL** classes are not an unusual occurrence. Many positive aspects exist which support this type of instruction:

- Attracts enough students to meet the college minimum attendance requirements

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7 Vanessa Christian, basic skills instructor, North Orange County Community College District
• Strong sense of classroom community as students often know each other
• Students at the lower levels are assisted by students at a higher level
• Higher-level students serve as role models and motivators for lower-level students
• Some centers provide childcare, which increases retention
• Teachers see the same students progress through the levels, thus learning more about their unique needs

For Noncredit programs throughout the state, the goal is to equip students with the language and technology skills, as well as cultural knowledge to fully participate in our society as students, workers, parents, and citizens. ESL programs offer fully articulated core curriculum consisting of six language proficiency levels (Beginning Literacy through Advanced) as well as a full spectrum of specialized language acquisition courses including computer skills for ESL, Vocational ESL, and Citizenship Preparation. Our students learn language through the means of classroom instruction, technology, and community-based experiential learning.

Classroom materials
A wide range of textbooks and supportive materials are available. The adult basic education (ABE) courses mainly focus on developmental reading, writing and mathematics skills and offer supplemental instruction in basic, functional academics such as English or composition to support students who are attended higher-level courses. The GED test preparation and high school diploma courses typically use the standard published textbooks, some of which are state-adopted texts. Some programs also assign materials according to the corresponding reading level of each student and others require that the student attain a certain reading level before being enrolled in an ASE course. In addition to written materials, audio-visual tools, software applications and online resources are available to students at many campus locations. Technology is incorporated effectively where both adequate facilities exist and sufficient budget allocations allow.

At Santa Rosa Junior College, each course has a technology component, which includes various software and online programs in subject areas, keyboarding, Internet search assignments, and word-processing lessons. These activities prepare students for college courses and for workplace situations. Furthermore, the courses are structured so that students have frequent opportunities to interact with instructors one-on-one, which increases students’ perceptions of themselves as college students who use education to pursue a specific career goal. A new Hybrid/Distance learning version of noncredit ESL has greatly improved access to instruction to under-represented student populations. A new Distance learning/Hybrid noncredit ESL class in a remote area of Sonoma County was initiated in 2008. For the first time, this effort developed a collaboration with the Disability Resources to provide access to noncredit ESL (via DVD/Distance learning) to a student with disabilities who previously was unable to study due to mobility issues.

Curriculum development and textbook selection is primarily the responsibility of the faculty. Some campuses have a scheduled time during the school year to set goals, review course content and revise curriculum. Others examine teaching materials periodically and reach consensus with department members prior to implementation of new course content. Prior to any curricular revisions, programs

8 Jack Bailey, Program Director, ESL and Foreign Languages, Santa Barbara City College
9 Valentina Purtell, ESL program coordinator, School of Continuing Education (NOCCCD)
10 Wanda Burzycki, Academic Skills Lab coordinator, Santa Rosa Junior College
11 Martha Estrin, ESL coordinator, Santa Rosa Junior College
have focused on course rigor, selecting instructional materials with content that aligns with state standards.

**Supervised Tutoring**

It is important to point out that in many community college districts, the term “Noncredit” is solely used to refer to supervised tutoring. For the purposes of this chapter, this is not “true noncredit.” In reality, it is a credit function for credit students in which apportionment may be claimed under noncredit basic skills. There are specific legal requirements for providing this type of instruction on a college campus (see Appendix).

**Outreach and Retention**

Outreach and retention efforts are different in Noncredit. In Noncredit, if sufficient enrollment is not maintained, a class may be canceled. It is important to note that while Noncredit can generate more funding based on FTES (see the chart under Funding for Noncredit), it depends on students being in class for the duration of the course. That’s why, for the open-entry/open-exit courses, strategies for retention are important.

At **Glendale CCD’s Garfield Campus**, outreach efforts include post cards that are filled out at registration by each student. One classified member is responsible for generating attendance reports and will send out these cards as a reminder for the next term to improve retention.

To ensure that all students are well informed and on target for graduation, the instructor provides tools to monitor attendance and improve retention. A student guide for time management displays a grid of days and hours left before graduation day. This serves as a measure for their “Countdown to Success.” Two months each school year are designated to remind students of graduation plans. A monthly attendance report keeps all lab staff informed of enrollment, student progress and potential graduates.

The lead instructor also has a system for outreach to students in the form of letters. Regular correspondence is mailed out as follow up to the first orientation day, for completing an assigned subject and for earning a grade of “A” in a course.

At the **College of Marin**, 60% of the noncredit ESL students, on average, remain in class from the beginning to the end of the semester. An average of 65% of the students move up after completing one semester in a particular level. Noncredit ESL is, by its nature, self-directed. Nothing forces a student to enroll or stay in class. Progress is dependent on students achieving a certain level of competency. Students learn that their progress and success rests on their own shoulders. Students who enter are motivated by family and work-related necessities. Their initial goals revolve around language acquisition, but as time goes on, these goals increasingly evolve to include vocational training or college as ultimate destinations.12

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12 Sara McKinnon, ESL instructor, College of Marin
Funding for Noncredit

(Quiz Question 7 - The pay structure for FTES and payment of faculty is the different in Noncredit than credit instruction - True).

Funding for noncredit and credit instruction differs. State apportionment for Noncredit is allocated to districts based on “positive attendance,” whereas credit allocations are based on attendance collected on a “census week.” Noncredit’s positive attendance formula means that every hour a student attends class needs to be reported. This requires attendance to be taken each day of class for the extent of the term or semester. Noncredit is funded at 60% of the rate that credit classes are funded (see chart on the next page).

However, there is now additional funding for Noncredit courses. On January 16, 2007, the Board of Governors adopted two sets of emergency regulations to implement SB 361. The legislation is intended to provide base grants for colleges and centers to design courses for Career Development and College Preparation (CDCP). The requirements are that the courses are developed in a sequence (of two or more) which, upon completion, will lead to various outcomes:

- Certificate of completion
- Certificate of competency in a recognized career field
- Improved employability or job placement opportunities
- Articulation with college-level coursework
- Completion of an associate of arts degree
- Transfer to a four-year degree program

The CDCP courses may be developed in the following areas

- Elementary and secondary basic skills
- Workforce preparation classes
- Short-term vocational – with high employment potential
- English as a second language and vocational English as a second Language

This enhanced funding bumps up the rate for these Noncredit courses to 70.8% of the amount that credit courses are funded.

One concern in regard to the inequities of the current funding formulas is that of the disparity between credit and noncredit instructional hours. With the onset of SB 361, the noncredit rate has been enhanced for those CDCP courses. In many districts that employ full-time faculty, the instructional workload is twenty-five hours per week (student contact hours). Credit full-time equivalent student (FTES) hours are funded based on a fifteen unit (or student contact hours) per semester. However, credit faculty are expected to be spending their time doing other things for the college in addition to their fifteen hours of student contact. Both credit and Noncredit full-time faculty work a forty-hour week; the time is simply divided differently. However, this funding

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17 PowerPoint presentation: www.ccsf.edu/Offices/Government_Affairs/Doc/NONCREDIT361.ppt
formula can have important ramifications for a college. The chart below demonstrates the advantages of having CDCP courses taught by full-time noncredit faculty.

<table>
<thead>
<tr>
<th>Faculty type</th>
<th>Amount per FTES</th>
<th>Classroom workload</th>
<th>Gross FTES revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>$4,367</td>
<td>15 hours</td>
<td>$134,753.14</td>
</tr>
<tr>
<td>Noncredit standard rate</td>
<td>$2,626</td>
<td>25 hours</td>
<td>$135,051.43</td>
</tr>
<tr>
<td>Noncredit enhanced rate</td>
<td>$3,092</td>
<td>25 hours</td>
<td>$159,017.14</td>
</tr>
</tbody>
</table>

Calculations based on two 18-week semesters, with 30 students in class: 25 hours per week x 36 weeks per year x 30 students = 27,000 / 525 = FTES (51.428571) FTES x rate = Funding.

You can see that it’s possible for Noncredit to bring in more FTES than credit, based on the higher number of student contact hours. But remember, this is based on Noncredit students attending all the hours of the entire class. At the BSI Regional Training at Bakersfield College in May 2008, Carole Bogue-Feinour, California Community College Vice Chancellor for Academic Affairs, remarked that the actual FTES generated by Noncredit turned out to be less than credit because of the open entry/open exit nature of the classes. Still, Noncredit has the potential to surpass credit.

**College Transitions**

*(Quiz Question 8: Statewide, one in ____ AA or AS degree-earners started in Noncredit – four).*

How do Noncredit students learn about the advantages and opportunities of a college degree, career or transfer to a university? Efforts in Noncredit statewide are expanding the possibilities for these students who first enter our community college system. Have you heard that, on a statewide average, one in four Associate degree earners have started on the path to credit through a noncredit class? Continue reading to find out about the many efforts statewide that have resulted in noncredit students’ increased interest and enrollment in college programs.

**Noncredit Student Services**

*(Quiz question 9: What student services support Noncredit instruction? – All of the above - Assessment, Orientation and Counseling.)*

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Placement Assessment, Orientation and Counseling

Noncredit basic skills instruction addresses specific student needs through placement assessment and preparation of academic skills, including counseling in personal goals and advisement in college and/or career choices. Most programs offer a selection of initial placement assessments to determine current functional academic skills in reading, writing and mathematics. The Test of Adult Basic Education (TABE) is a primary tool for this intake process. A few programs have selected other methods/instruments for advisement purposes. Typically, there is an orientation scheduled so that students receive pertinent information about the program before enrolling. Counselors or advisors are available to discuss the academic preparation, transcripts, and various life goals of each student before advising which classes are appropriate.

San Diego Continuing Education has a counseling department that provides Matriculation Services to noncredit students. The matriculation process provides students with a structure of components that, when followed, provides students with a series of steps to be taken to promote success.

- Orientation - provide to new prospective students complex information about their educational options, career options, student rights and responsibilities and what other resources the school provides including information about college options.
- Placement Assessment - use multiple criteria to form a holistic “portrait” of each student denoting strengths, areas of needed improvement, support service needs, placement test scores, previous academic history, learning and physical disabilities, and so forth.
- Counseling – provide professional guidance in the identification of educational goals, appropriate course placement, and referrals to supplemental assistance with academic or personal difficulties that may be alleviated by working with a counselor or other professional.
- Student Ed Plans – assist students in developing a specific educational goal, including the requirements he/she must meet, and the courses, programs, and services required to achieve the stated goal. Counselors assist students in clarifying their immediate goals with noncredit and with longer term goals which may include transitioning to college.
- Follow-up - provide post-enrollment evaluation of every student’s progress. Also provide interventions through one-on-one counseling which may include personal, academic and counseling, specialized personal referrals to other services.¹⁹

Prior to enrollment at the John Adams Campus for City College of San Francisco, diploma students must attend a “Success Workshop.” This activity provides key information about the program expectations and offers goal-planning strategies. Shortly thereafter, a placement test, the Comprehensive Adult Student Assessment System (CASAS), and a counseling session are held for each student. Placement scores dictate the level in which the student may enroll. If the score does not reach the high school criteria, a student is advised to enroll in either the Basic Skills Level I or Level II course.

¹⁹ Esther Matthew, counselor, San Diego Continuing Education, San Diego CCD
In most programs, students with low assessment scores, insufficient academic preparation and/or learning challenges are advised to begin supplemental instruction. These services refer the student to ABE courses or provide other supportive methods to improve skills (e.g. learning lab, tutoring session or DSPS accommodations). Another benefit of having these Noncredit students served on or nearby a college campus is the access they have to college classes and services. On certain campuses credit students also enroll in noncredit basic skills labs to improve academic skills. At Santiago Canyon College, Noncredit and credit students study in the same developmental skills lab where both diploma courses and college coursework are completed.

Commencing with the 2003/04 school year, students receiving diplomas from a school district must pass the California High School Exit Exam (CAHSEE) by the end of the 12th grade. Adult education students attending a local high school district would also be required to pass this exam before being awarded a diploma. Currently community college districts that grant a high school diploma are not subject to any requirement that the students successfully pass the CAHSEE. However, the San Diego Community College District does include this exit exam as part of the joint diploma graduation requirement. Some continuing education programs within the community college system have established courses in CAHSEE preparation for local school districts. Almost all of these continuing education programs visited offer classes to “concurrent” students referred from the local high schools. These students (typically seniors) attend the adult diploma program to complete or make up credits that apply to the home school’s graduation requirements. These community services, in providing test preparation and academic support, may potentially lead to a stronger awareness of noncredit programs and improved articulation process of students onto college campuses.

Noncredit ESL Pathways
(Quiz question 10: Matriculation services are not available for noncredit ESL students. - False)

In Noncredit ESL at Santa Rosa Junior College (SRJC), students are provided a full range of matriculation services, including orientation, placement, counseling and admissions services. At Orientation, students are oriented to the Noncredit ESL Program through a "Welcome to Noncredit ESL" DVD/video, a specially designed Noncredit ESL Handbook and hands-on, interactive goal-setting activities in response to these materials. Noncredit ESL at SRJC is currently in the process of validating a home-grown assessment instrument.

At intake, Noncredit ESL students are guided through the application and enrollment process by Matriculation Techs who ensure that the majority of students are registered prior to the beginning of the academic semester. A bilingual noncredit counselor provides counseling and goal-setting activities, as needed, and helps facilitate the matriculation of noncredit students to the credit program. Students in Noncredit ESL receive rigorous, academic preparation to matriculate to the Credit program. In fact, internal surveys conducted of current credit students indicate that as many as 36% of current credit ESL students at SRJC began their study of English in Noncredit ESL classes, and more than 75% of students at the highest level of Noncredit ESL qualify for credit level classes based on their performance on the ESL Placement test.20

20 Martha Estrin, ESL coordinator, Santa Rosa Junior College
At the North Orange County Community College District (NOCCCD) School of Continuing Education (SCE), the ESL Academic Success Program is a fully integrated program that bridges ESL classes with college, adult high school, the GED and vocational training programs. Many of the students plan to continue their education, but are unprepared either academically or psychologically. Courses are offered to provide students various learning experiences intended for college preparation. Counselor-led workshops in time and stress management, financial aid and college orientation complement the academic activities in the classroom.

In addition, SCE provides college and career opportunities through the Adult Career and College Transitions (ACCT) program. Monitored by a project coordinator and Noncredit counselor, the adult diploma students, ESL and Noncredit vocational students are encouraged to attend various workshops, visit college programs and enroll in a credit course. This program, along with many others in the state, will undoubtedly bring more Noncredit students to our college campuses.

At the School of Continuing Education, NOCCCD, Noncredit counseling at locations beyond the main campuses provides academic, career, and personal counseling. Students at those off-site locations are typically at a lower level of language acquisition. At two schools, the off-site counselor conducts a conversational group with students after their regularly-scheduled ESL class. This time is used for them to practice their English skills. The counselor provides a discussion prompt and helps to clarify things, such as pronunciation and translations from Spanish to English when they are having a hard time saying certain things. Once the students’ language/communication skills have improved, they are provided with information on educational options and encouraged to attend one of the main campuses. At that point, a student may be ready to take ESL classes at an intermediate high or advanced level. Based on the classroom proximity they may also consider enrolling in the high school diploma program, vocational programs, and college.22

At Santa Barbara City College efforts have been focused on providing matriculation services for students in the noncredit basic skills categories. In 2006-2008 noncredit matriculation went through a program review. The program was commended for its dedication to serve this segment of the college population: the assessment and orientation process for all new ESL students, for providing financial aid workshops, by organizing campus tours to promote transfer from non-credit to credit and for having fully bilingual Spanish-English staff to address our basic skills students (40% of students served by non-credit matriculation are Spanish speakers). ESL Student retention rates from fall 2006 to fall 2007 increased by 18%, with an increase in attendance (FTES) of 14%.23

22 Maricela Moran, ESL counselor, NOCCCD, School of Continuing Education
23 Jack Bailey, ESL coordinator, Santa Barbara College
35 Wanda Burzycki, Academic Skills Lab coordinator, Santa Rosa Junior College
Effective Practices in Noncredit Basic Skills and ESL

A brief description follows of Noncredit basic skills programs that offer adult elementary and secondary education courses. These effective practices are notable in that they have been implemented successfully and appear to make a difference in student success or contribute to program improvement. For example, many labs also benefit from adjoining classrooms where direct instruction in specific diploma subjects takes place. The advantage of this model encourages a cohesive learning community and ensures mastery of core concepts. It is important to note that a high degree of coordination and communication with instruction and student services departments is also a key factor to a successful program structure.

Integrated instructional and student services

The Adult High School Diploma Program at Mira Costa College’s Community Learning Center (CLC) schedules classes in a nine-week term, and students must attend six-hours a week for each course in order to receive credits. Orientation is provided by the Noncredit career counselor. As many as eighty students may attend this session to view a PowerPoint presentation and take the TABE assessment. Students are advised to enroll in ABE, GED or high school classes based on a minimum required score. For enrollment into other high school courses, students must demonstrate the appropriate reading level. This close relationship with the counseling and instructional departments promotes course completion.

Awarding the adult high school diploma is a joint effort of the San Diego Community College District, with the San Diego Unified School District. Students have two options for completing credits for this diploma. The ABE/ASE department has “embarked on an exciting series of Basic Skills Pilots where traditional Learning Centers have been turned into Direct Instruction, Team Teaching, Counselor Assisted, Tutor Assisted Success Centers.” Prior to being assigned specific classes, students are assessed on the TABE Survey and placed into cohorts based upon their reading, writing and math skills. Counselors are integrated with the instruction, providing presentations in learning styles and goal setting. This new design has resulted in an estimated 50% increase in retention; with student satisfaction surveys approaching 90%.

Santa Ana College has a high school program at the Centennial Education Center which is comprised of a main classroom for all subjects and two separate adjoining classrooms where students attend on an as-needed basis for instruction in mathematics and composition. At this center, students may be referred by their counselor or instructor to the reading development lab or the other classrooms where math and writing instruction is provided. Students enrolled in the Reading Skills Improvement course may earn diploma credits. Many of these students were able to raise their reading scores two grade levels after completing the assignments in this course. Instructors, counselors and students mentioned the benefits of having separate rooms and instruction in mathematics and writing skills which support the diploma program.

Tutoring Services

Having students work in open labs with tutors has a real advantage to supplementing classroom instruction. Many effective practices in the North Orange County Community College District School of Continuing Education's Learning Center include the following with tutoring support:
Reading Groups – Students participate in oral reading which gives them the opportunity to practice reading, comprehension and pronunciation skills.

Conversation Groups – Groups that assemble as a result of the reading groups which support students learning ESL, and allow practice in American English, much of which is idiomatic.

Study Buddies – Pairing of students at similar levels which facilitates peer mentoring and elicits accountability through positive forms of competition and support.

Daily Journals – Composition skills are encouraged by engaging students in a daily writing activity. Students can get instant feedback because tutors or teachers help students revise their topics and develop clear written communication skills.

Technology-Assisted Instruction

At Garfield Campus for the Glendale Community College District, there is an advantage of having an entire classroom dedicated to computer use for the adult high school diploma program. Thirty computers are available with a staff person assigned to assist. Students may conduct online research, complete modules for GED test preparation, practice keyboarding and work on tutorials to build academic skills. The Online Writing Lab (OWL) is just one such resource to support English/composition proficiencies.

The main GED/diploma classrooms in the San Diego Community College District at three sites have a separate room connected with equipment to deliver instruction at a distance. This distance education is broadcast simultaneously, thereby providing instruction to a larger audience. During these distance education broadcasts, the instructor in either lab schedules time with the students to discuss test-taking strategies and specific GED content (e.g. math).

In addition to the textbooks, which are in alignment with those adopted and used at the Rancho Santiago CCD’s Noncredit education centers, computer software programs are used. The academic software used to support instruction includes a course for high school science, a CD for composition and a series of CD’s for intermediate algebra. Reference materials include an interactive dictionary and the Microsoft Encarta (an encyclopedia). The software program, Plato, has been used successfully in the math lab as well.

Mira Costa College noncredit instructors have the option of using an open computer lab, in addition to the scheduled classroom, for supplemental instruction in online research and technology-related assignments. In the English and math classes, a variety of activities take place. Class projects, group responsive reading and discussion, exercises in teamwork and cooperative learning took place. These separate classroom activities and related homework assignments have proven to be successful in retention and student progress.

At Mt. San Antonio College the noncredit curriculum standards for this program’s diploma are continually under review. All decisions for improving course content are a collaborative department
process. Many of the course competencies are met by alternative projects to the standard chapter test. The biology course includes a virtual lab experience. Students may complete a PowerPoint presentation to depict a unit of study in nutrition; and create a work of art or take an online museum tour for that subject.

**Santa Barbara City College** (SBCC) offers noncredit and community service classes at two primary centers and over eighty community-based locations. The Alice F. Schott Center, near downtown Santa Barbara, offers career and job training, health and safety, ESL, and Basic Skills. The noncredit ESL division supports 4,500 students annually, with 50 classes at 25 sites throughout the Santa Barbara area. A program called “At Home with English” allows students to check out videos and workbooks.

At **Santa Rosa Junior College**, each course has a technology component, which includes various software and online programs in subject areas, keyboarding, Internet search assignments, and word-processing lessons. These activities prepare students for college courses and for workplace situations. Furthermore, the courses are structured so that students have frequent opportunities to interact with instructors one-on-one, which increases students’ perceptions of themselves as college students who use education to pursue a specific career goal.35

**College Transition**

The Garfield Campus for the **Glendale Community College District** is the primary location for noncredit in the Glendale area. Classes include business, computer and parent education, and ESL/VEESL. The Developmental Skills Lab consists of basic academics, GED test preparation and high school subjects. The courses are offered on an open-entry basis that coincides with the college’s 18-week semesters. Currently, the adult high school courses are articulated with the corresponding college departments and all noncredit instructors meet the same minimum qualifications as their credit colleagues.

The Noncredit program at the **College of the Desert** maintains a calendar similar to the college (e.g. 16-week semesters) and an eight-week summer session. Students are able to enroll anytime during the school year. Although the lab activities are self-paced, the students may be assigned a class time during the semester to improve math skills and to review English or writing competencies. These assigned classes benefit the students by providing a combination of lecture-style and one-on-one instruction, which also establishes continuity with the subject matter studied in the lab setting. Also available is a comprehensive series of reading materials that correspond with a student’s entry-level reading skills. Various titles may be assigned in sequence to build a foundation that prepares a student for higher level texts. College students who have low scores on the college entrance exam may also use the services of this developmental education setting.

The counselor at the Community Learning Center for **Mira Costa College** coordinates outreach opportunities to students at the Mira Costa College campus. In November, the **Career and Technical Education Expo** tours are scheduled where student ambassadors lead noncredit students through various, show-cased vocational programs. During the **Experience Mira Costa College** event, students meet with credit instructors in their classrooms and learn about course, certificates, degrees, and career opportunities. As many as 150 students attend these one-hour tours. College scholarships are also offered to eligible ESL and diploma students.
Noncredit and credit faculty work closely to align curriculum and ensure that noncredit students are prepared for college-level work. For example, noncredit ESL faculty have focused on improving writing skills, and have obtained writing samples from entering credit ESL and English students to determine at what level students need to write to be successful in these courses.

“Many noncredit faculty incorporate into their instruction the study skills needed for students to be successful in college classes. They teach goal-setting, time-management, note-taking research methods, and computer literacy skills, including the use of Blackboard. Some faculty make receiving tutoring a requirement for the course in order to eliminate the negative perception of asking for assistance”.

The secondary education classes at the North Orange County Community College District enrolls an average of well over one thousand adult students per 12-week trimester. Both types of classes are conducted in an instructional lab environment where students may attend on a flexible schedule – both day and evenings. Prior to enrollment, diploma students attend an orientation session provided by the noncredit matriculation department. At the orientation appointment, the students complete a placement test (e.g. TABE) and later arrange an individual counseling appointment to review the transcript evaluation and discuss class options. The student may then choose to enroll in the high school lab to study for the GED exam, complete diploma credits or improve basic academic skills.

<table>
<thead>
<tr>
<th>NOCCCD HS graduation rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
</tr>
<tr>
<td>2001</td>
</tr>
<tr>
<td>2002</td>
</tr>
<tr>
<td>2003</td>
</tr>
</tbody>
</table>

The number of graduates from the NOCCCD, adult high school diploma program, increased 255% over the last several years. Many of these graduates will then transfer to one of the two community colleges within the district.

Mesa College campus provides outreach to the North City Campus noncredit students by promoting a campus tour opportunity scheduled on “Student Education Day.” The proximity of these two campuses and the college’s outreach efforts has encouraged noncredit GED and diploma students to transfer to college classes.

The adult secondary education program at Mt. San Antonio College recently became an independent provider of an adult high school diploma, having separated from the local unified school district. Despite this severance, Mt. SAC’s community education division continues to serve a growing number of concurrent students within its High School Referral Program. Well over fifty separate high school courses, including foreign language, fine arts, and journalism, have been approved and provided to the local community. There are twenty-three high school campuses where these individual courses are

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36 Action Plan from Mira Costa Community College, Lynda Lee, Dean, Community Education
taught. One of the benefits of this former partnership was to acquire high school textbooks that align with state standards and curriculum that has been articulated with the California university system’s A–G graduation requirements. This collaboration has enhanced the possibility of these students to enter and complete a college and/or university degree.

Another extremely important practice is the advantage some programs have of hiring full-time Noncredit instructors to monitor the classroom activities, manage student discipline, supervise support staff, develop curriculum, and help coordinate program operations. These tenure-track or tenured instructors often assume the lead in many other department responsibilities. In addition to being the primary instructor, these individuals are involved in community outreach, provide professional development training, collaborate with other colleagues and departments, and participate on noncredit, credit and district committees.
CURRICULUM

Curriculum approval at the local level plays a central role in ensuring that noncredit students receive the same quality of instruction provided to other students. More importantly, it is the fundamental mechanism that engages faculty in the design and evaluation of noncredit curriculum and its effectiveness in helping students to transition to college, gain meaningful-wage work and contribute to the community and civic society. See Appendix for the course application instructions.

58172. Learning Assistance

Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:

(a) the learning assistance is a required component of another course, for all students in that course; or

(b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.


Guideline for Section 58172

The Board of Governor’s action to amend this section permits learning assistance to occur in open entry/open exit courses that offer optional assistance, without requiring the participation of all students enrolled in the primary/parent course or courses. (See the Open Entry/Open Exit Courses regulation and guideline for additional details.) As in the past, apportionment may also be claimed for learning assistance provided as a required component of a course or through separate courses in which all students are required to enroll, such as occurs in corequisite lab courses that are linked to primary courses.

Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses, in any of the nine noncredit eligible areas outlined in Education Code section 84757, in support of primary/parent noncredit courses.

Only in limited circumstances, such as English as a Second Language (ESL) and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

All supplemental courses need to be approvable as credit or noncredit courses on their own merit and, at the same time, address skills and/or concepts covered in the primary/parent courses that they support. In order to be approved on their own merit, noncredit short-term vocational courses (one of the 9 categories for noncredit) need to prepare students for employment.

This section of the regulation became effective on January 29, 2006. 37

Appendix Chapter 11
Noncredit: Constructing A Bridge to College and Career Opportunities

Appendix 1: Resources

Appendix 2: Legal requirements for receiving apportionment

Appendix 3: Instructions for Noncredit Course Approval

Appendix 4: Sample of a noncredit program’s BSI self-assessment
Appendix 1
Resources

Association for Community and Continuing Education
http://www.acceonline.org


The Role of Noncredit in the California Community Colleges
Educational Policies Committee, Academic Senate for California Community Colleges
http://www.asccc.org/Publications/Papers/Downloads/Noncredit_2006.doc

http://ccrc.tc.columbia.edu/Publication.asp?UID=572

Resources from the California Community Colleges Chancellor's Office

References

Noncredit Instruction – A Portal to the Future
http://www.cccco.edu/Portals/4/AA/Noncredit/a_portal_to_the_future.pdf


Noncredit At-A-Glance, September, 2006
http://www.cccco.edu/Portals/4/AA/Noncredit/n_guide_5e.pdf

Legal Requirements for Noncredit Apportionment

Instructions for Noncredit Course Application

Supplemental Learning Assistance and Tutoring Regulations and Guidelines
Appendix 2

Brief Summary of Legal Requirements for Receiving Apportionments for Noncredit Classes

NOTE: This document is provided as a brief summary of the legal requirements for receiving state apportionments for non-credit classes. However, you should have your appropriate staff and/or legal counsel ensure that your local practices comply with all of the requirements discussed in Legal Advisory 05-03.

All non-credit courses, especially those courses offered in open entry/open exit learning labs, must adhere to the following requirements:

- All non-credit courses must be approved by the State Chancellor’s Office as meeting one of the allowable funding areas cited in Education Code section 84757, i.e., Parenting, Elementary and Secondary Basic Skills, English as a Second Language, Classes for Immigrants, Educational Programs for Persons with Disabilities, Short-term Vocational Programs with High Employment Potential, Education Programs for Older Adults, Education Programs in Home Economics, and Health and Safety Education.
- There must be a current Non-Credit Course Outline, which “specifies the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.” {Title 55002(c)(2)}
- The course must be published in the college’s Schedule of Classes. {Title 5, 58104}
- “All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and other specifications defined in the course outline.” {Title 55002(c)(3)}
- The instructor must be able, in terms of physical proximity and range of communication, to provide immediate supervision and control. Additionally, the instructor cannot have any other assigned duty during the instructional activity. However, instructional aides may exercise immediate supervision and control, provided that they are under the “exclusive direction” of the instructor who is exercising supervision and control {Title 5, 58056(c)(1)}. The purpose of the immediate supervision and control is to ensure that students are achieving the student-learning outcomes identified in the course outline.
- The instructor, who is exercising immediate supervision and control, must meet the minimum qualifications for non-credit courses contained in Title 5, section 53412. {Title 5, 58051(a)(1), 58056(a), and 58058}
- Students must knowingly register in the class. It is recommended that students register for the class using web registration, the STEP telephone registration system, or in-person, thereby generating appropriate documentation that the student registered for the class.

Additionally, there are provisions in Title 5 for the collection of non-credit apportionment for tutoring. For tutoring the following requirements must be met:
- Students must be enrolled in a non-credit tutoring course, approved by the State Chancellor’s Office in accordance with Education Code section 84711(a)(2). {Title 5, 58168 and 58170(d)}
- The course must be published in the college’s Schedule of Classes. {Title 5, 58104}
• The tutoring must be conducted in a designated learning center, which is supervised by a person meeting minimum qualifications prescribed in Title 5 section 53415. {Title 5, 58170(a) and (b)}

• Tutoring shall involve a student tutor who assists one or more students in need of special supplemental instruction. {Title 5, 58168}

• Student tutors shall be students who have been successful in a particular subject or discipline, or who have demonstrated a particular skill, and who have received specific training in tutoring methods. {Title 5, 58168}

• All student tutors must successfully complete a course in tutoring practices and methods, including the use of appropriate written and mediated instructional materials. {Title 5, 58170(c)}

• While Title 5, section 58170(c) acknowledges the use of “mediated instructional methods” when providing tutoring; it clearly indicates that tutors must be actively involved in the tutoring process. Thus, even though a student may be using computer-aided instruction, there must be some level of instructor or student tutor intervention by an individual qualified under the provisions of Title 5.

• Students must be assigned to a non-credit supervised tutoring course by a counselor or instructor on the basis of an identified learning need. {Title 5, 58170(e)} While Title 5 does not specify how students are to be “assigned,” there needs to be documentation as to how the student was referred, why and by whom.

• Students must knowingly register in the tutoring class. Since students cannot voluntarily enroll in tutoring but must be assigned by a counselor or instructor, registration must be restricted. It is recommended that each student registering for a class complete a signed add card, unless the process can be achieved through the web or telephone registration system.
Appendix 3: 
Instructions for Noncredit Course Application

The noncredit course application consists of two components:
- Application form CCC-456 and related instructions
- An attached course outline approved by the local curriculum committee in accordance with Title 5, §55002(c)(1) & (2) and §55002(a)(1).

Form CCC-456 consists of three sections:
- Type of Application
- Contact Information
- Course Information

a) Type of Application: New or Resubmission: Check the appropriate descriptor that indicates the type of noncredit course application. The System Office must approve noncredit courses prior to being offered. If approval is given, it is permanent; however, if a course is substantially modified, the course must be resubmitted on Form CCC-456 for approval. Check only one box and fill in submittal date.

b) Contact Information: Please complete all information requested on the college and contact person. The contact person is the individual most able to answer curriculum questions about the course outline.

c) Course Information: This section provides related and supplemental information on the course outline. The following instructions are numbered one through 13 to correspond to the numbers on the application form CCC-456. Each item must be completed.

1. **Course Title:** The course title should not exceed 75 characters; abbreviate words as needed. The course title should accurately reflect the purpose of the course. In addition, the course title should be the same as that listed in the college catalog, the noncredit course inventory of approved courses and the MIS Data Element Dictionary (#CB22).

2. **Course Department Number:** The course department number may be a combination of numbers and letters used by the college to identify department name, course number and subject field.

3. **Local Approval Dates:** Enter the course approval dates by (a) the college curriculum committee and (b) the governing board of the district. **Note:** Both the local curriculum committee and the governing board of the district must approve the course outline prior to submission to the System Office.

4. **Start Date:** Enter the year and term the college plans to offer the course to students and include the course description in the college catalog or addendum.

5. **Total Hours of Instruction:** Enter the total number of regularly scheduled hours of instruction that are normally required for students to achieve the course objectives.
number of hours should be sufficient to cover the course scope and breadth of topics. If there is a range of hours, indicate a minimum and maximum.

6. **Taxonomy of Programs (TOP) Code:** Enter the six digit code that identifies a discipline and the subclasses within the discipline using the most current edition of the *Taxonomy of Programs Manual* located at [http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_refmat.htm](http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_refmat.htm). See the following path for future reference: [http://www.cccco.edu](http://www.cccco.edu). Click on ‘About Us/Agency’ Academic Affairs Division, Instructional Programs and Services, Credit Program and Course Approval, Reference Materials.

7. **Noncredit Eligibility Category Code:** Indicate the noncredit category that best describes the purpose of the course. Only the nine noncredit categories listed below are eligible for state apportionment in accordance with California Education Code §84757 and reported to MIS as Data Element Dictionary #CB22.

<table>
<thead>
<tr>
<th>DED CODE #CB22</th>
<th>NONCREDIT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>English as a Second Language (ESL)</td>
</tr>
<tr>
<td>B</td>
<td>Immigrant Education (Classes for immigrants eligible for educational services in citizenship, English as a Second Language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving, and other classes required for preparation to participate in job-specific technical training).</td>
</tr>
<tr>
<td>C</td>
<td>Basic Skills (Supervised Tutoring)</td>
</tr>
<tr>
<td>D</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td>E</td>
<td>Persons with Substantial Disabilities</td>
</tr>
<tr>
<td>F</td>
<td>Parenting</td>
</tr>
<tr>
<td>G</td>
<td>Family and Consumer Science (Home Economics)</td>
</tr>
<tr>
<td>H</td>
<td>Older Adults</td>
</tr>
<tr>
<td>I</td>
<td>Short-term Vocational Programs with High Employment Potential</td>
</tr>
</tbody>
</table>

8. **Material Fees:** Enter the dollar amount. Enter -0- if no material fees required.

9. **Special Characteristics:** This includes unique characteristics about the course such as instructional delivery mode, learning environment or supplemental instruction. Select the appropriate descriptor from the drop-down menu.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Learning Assistance: Learning assistance is a form of supplemental instruction. Learning assistance can be a required component of another course for all students in that course; or the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to CCR, Title 5, Division 6, Chapter 9, Subchapter 2, Article 5 of §58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or...
<table>
<thead>
<tr>
<th><strong>Bilingual Instruction</strong></th>
<th>Bilingual instruction is a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Convalescent Setting</strong></td>
<td>The course is taught in a convalescent home, skilled nursing facility, residential care home, day care center or nursing home.</td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>Citizenship or civic education is taught as part of an English as a Second Language or basic skills course.</td>
</tr>
<tr>
<td><strong>Correctional Facility</strong></td>
<td>Course is taught either at or through a federal, state, or local correctional institution.</td>
</tr>
<tr>
<td><strong>Apprenticeship</strong></td>
<td>Related and supplemental instruction for apprenticeship and coordination of instruction with job experiences, upon agreement with program sponsor and Division of Apprenticeship Standards</td>
</tr>
</tbody>
</table>

10. **Justification:** Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. (You will be allowed to enter a maximum of 500 characters in this field.)

11. **Proposed Catalog Description:** Provide the statement used in the college catalog to describe the course. (If the description appears on the course outline, write “See course outline”.) (You will be allowed to enter a maximum of 500 characters in this field.)

12. **Proposed Class Schedule Description:** Provide statement used in the college’s schedule of classes. (If the description appears on the course outline, write “See course outline”). (You will be allowed to enter a maximum of 500 characters in this field.)

13. **Signatures:** Original signatures are required of the Chief Instructional Officer and Chair of the Curriculum Committee certifying that the course has been approved in accordance with Title 5, §55002(a) & §55002(c)(1) & (2).

Original signatures are also required of the Chief Executive Officer and, in the case of a multi-campus district by the Superintendent or Chancellor, certifying approval by the college/district local governing board in accordance with Education Code Section 70902.

**Course Outline:** Please check to make sure three copies of the course outline are attached. The course outline of record shall specify the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

SEND ONE ORIGINAL AND TWO COPIES OF THE CCC-456 FORM AND THREE COPIES OF THE COURSE OUTLINE TO:

CALIFORNIA COMMUNITY COLLEGES SYSTEM OFFICE
INSTRUCTIONAL PROGRAMS AND SERVICES
1102 Q STREET, 3RD FLOOR
SACRAMENTO, CA 95814
Appendix 4:
Sample of a Noncredit Program’s BSI self-assessment

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

Culturally Responsive Teaching theory and practice articulates basic principles and pedagogical strategies designed to enhance learning among all students, regardless of the students’ ethnic, socioeconomic, or educational backgrounds.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

<table>
<thead>
<tr>
<th>Strategies Related to Effective Practice</th>
<th>Where Strategies Occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.</td>
<td>Integral part of non-credit ESL. Limited in ABE, GED and HSS</td>
</tr>
<tr>
<td>D.4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.</td>
<td>In noncredit reflected in course content, student learning outcomes, texts and cultural exchanges.</td>
</tr>
<tr>
<td>D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students’ cultures).</td>
<td>Integral part of non-credit ESL</td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:
Life experiences of students from diverse backgrounds are celebrated in cultural exchanges and international fairs. Textbooks also address cultural sensitivity. Found in ESL classroom discussions

What evidence exists to support the efficacy of this practice?
Student participation. In ESL classes, observed interactions among students of diverse cultures.

What barriers/limitations exist to implementing or enhancing this practice?
Time, state curricula standards, and resource materials

How might this practice be advanced or expanded upon in the future?
Implementation of cultural infusion in curricula development projects. Staff development workshops addressing how different cultures learn.
Chapter 15

Course Assessment Basics: Evaluating Your Construction

Primary Authors
Janet Fulks Bakersfield College (Faculty)
Marcy Alancraig, Cabrillo College (Faculty)

With thanks for contributions from:

Bakersfield College
Academic Development/Math Department

Cabrillo College
English Department

Louise Barbato, LA Mission College (Faculty)
Dianne McKay, Mission College (Faculty)
The Mission College Reading Department
Course Assessment Basics: Evaluating Your Construction

First off, due to the hard work of community college faculty across the state, and especially Student Learning Outcome coordinators, student learning outcomes and their assessment may already be in place at your campus. If so, your task as basic skills faculty, student services providers and/or administrators is to find out about what has been done in your area. Many schools have written SLOs, but have not yet figured out how to assess them. If that is the case for you, go to the Onward to Assessment portion of this chapter. If SLOs and assessments are already in place in your college, and you are more than familiar with them, but have questions about assessing complex and complicated programs like learning communities or reading and writing labs, go to Chapter 16 Advanced Assessment: Multiple Measures. If you are new to this entire work, wondering just what the x!?$%& a student learning outcome is anyway, stay right here.

Let’s start with a definition, written by one of the primary authors of this chapter and posted in the SLO Workbooks on the Cabrillo College SLO website. “Student learning outcomes (SLOs) describe the:

- knowledge
- skills
- abilities
- attitudes
- beliefs
- opinions
- values

that students have attained by the end of any set of college experiences – classes, occupational programs, degrees and certificates and encounters with Student Services or the Library. The stress is on what students can DO with what they have learned, resulting in some sort of product that can be evaluated.”

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1 “Student Learning Outcomes and Instructional Planning: A Workbook” Cabrillo College, http://pro.cabrillo.edu/SLOs pg 40
The 2002 Accreditation standards ask faculty to articulate student learning outcomes for each course, each occupational program and each degree and certificate that the school offers. In addition, they must also define them for Student Services and the Library. Then, they must design assessment activities that provide students with an opportunity to demonstrate what they have learned.

**A bit about SLOs versus Course Objectives**

“But we’ve always had course objectives in our course outline of record,” you think. “What’s the difference between them and an SLO?” Good question!

Student learning outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can **demonstrate** by the end of your course. They address higher-level thinking skills.

“But wait,” you say. “We’re talking about basic skills courses.”

Yes, but basic skills courses also require students to think critically, to analyze, evaluate and synthesize, as do all higher education classes. The very same thinking skills are put to use, though the students are not grappling with the specific academic discipline at the same level of sophistication as in transfer classes.

The Cabrillo SLO website defines the differences between course objectives and SLOs as the following, including the chart shown below: “When trying to define Student learning outcomes for a course, think of the big picture. SLOs:

- Describe the broadest goals for the class, ones that require **higher-level** thinking abilities.
- Require students to **synthesize** many discreet skills or areas of content.
- Ask them to then **produce** something - papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that **applies** what they have learned.
- Require faculty to **evaluate** or **assess** the product to measure a student’s achievement or mastery of the outcomes.

Course objectives are on smaller scale, describing small, discreet skills or “nuts and bolts” that require basic thinking skills. Think of objectives as the building blocks used to produce whatever is assessed to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or application.”

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope</strong></td>
<td>Skills, tools, or content to engage and explain a particular subject</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Details of content coverage and activities which make up a course curriculum.</td>
</tr>
</tbody>
</table>

2 ibid pg 41
<table>
<thead>
<tr>
<th>Major Influence</th>
<th>Input – nuts and bolts</th>
<th>Output – Observable evidence (behavior, skill, or discrete useable knowledge) of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Objectives can be numerous, specific, and detailed to direct the daily activities and material.</td>
<td>SLOs are limited in number (5-9) to facilitate modification and improvement of teaching and learning.</td>
</tr>
</tbody>
</table>

Are you still confused? Look at these Outcomes and Objectives from a basic skills reading course at Mission College. Note how these fall into the categories in the table above.

**Upon completion of Reading 961 (two levels below College Level English) the student will:**
1. Utilize vocabulary skills to comprehend assigned readings.
2. Determine and differentiate main ideas and supporting details in assigned readings.
3. Make appropriate inferences in assigned readings

**Reading 961 objectives:**
1. Apply knowledge of vocabulary commonly used in college reading, writing, and speaking.
2. Identify main idea in assigned readings.
3. Identify supporting details in assigned readings.
4. Identify organizational patterns and relationships of ideas in assigned readings.
5. Utilize graphic organizers (mapping, outlining, summarizing) as a method of organizing ideas in prose reading.
6. Apply contextual clues as a method of improving comprehension through informing vocabulary in assigned readings.
7. Apply critical thinking skills including distinguishing fact from opinion, making inferences, and identifying author’s purpose and tone in assigned readings.
8. Apply reading and study techniques to enhance comprehension of college textbooks

Can you see that the objectives are small discrete skills that build to the overall course outcomes?

Here are a few more OUTCOMES from other basic skills courses.

**Cabrillo College English 255: Basic Writing (two levels below College Level English)**
1. Write short paragraphs and essays demonstrating basic sentence-level competency and culminating in a portfolio.
2. Comment on idea and writing strategies in reading assignments.

**Bakersfield College Math 50: Modern College Arithmetic and Pre-Algebra**
1. Demonstrate the ability to add, subtract, multiply, and divide whole numbers, integers, fractions, mixed numbers, and decimals.
2. Solve Linear Equations by:
   a) Using the Addition/Subtraction property of equality
   b) Using the Multiplication/Division property of equality.
c) Using both of the above properties together.
3. Translate English sentences to algebraic equations.
4. Simplify mathematical statements using the correct order of operations.
5. Calculate the perimeter and area of rectangles and triangles. Calculate the area and circumference of a circle.
6. Find equivalent forms of number (i.e. change fractions to decimals, change percents to fractions, change fractions to percents, change decimals to fractions, change decimals to percents, change percents to decimals, change mixed numbers to improper fractions, change improper fractions to mixed numbers).
7. Round whole numbers and decimals appropriately as directed.
8. Apply the concept of percent to real-world application such as sales tax, discount, and simple interest.

LA Mission College Course SLOs and ESL/English PROGRAM SLOs

<table>
<thead>
<tr>
<th>ESL, English Program Outcomes</th>
<th>12 – 04 – 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Louise Barbato</td>
<td></td>
</tr>
<tr>
<td>ESL/English Program Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Access to the full range of curriculum throughout schooling**

**Maximize ESL/English student learning outcomes**

Provide ESL/English students with an optimal chance to reach their full potential as capable and autonomous individuals.

**Listening and speaking effectively by:**
- Encourage the free exchange of ideas
- Reinforce communication skills by teaching the questioning, clarifying and supporting of one’s ideas and the ideas of others
- Promote sensitivity to choosing language which is appropriate to context

**Reading**
- Increase academic vocabulary and reading skills which will improve access to formal college level reading and research
- Understand and evaluate academic and literary text
- Instill an enthusiasm and interest in reading academic and literary texts

**Writing**
- Instill competency by reinforcing knowledge of basic standard English grammar
- Promote written literacy which satisfies social and academic needs
- Write effectively using the conventions of standard English, a clear focus, appropriate support and logical organization

**Research**
- Encourage the use of the library, learning center and computer resources to conduct college-level research
- Reinforce the importance of academic honesty and intellectual property rights

**Analytical Thinking**
- Encourage the open discussion of topics, free of instructor bias
- Encourage students to recognize various sides of an issue and perspectives
- Make students aware of the mechanisms of argument and types of false arguments

**Exploring the “human condition” in literature:**
- Explore different author’s perceptions through readings
- Explore different perceptions through classroom discussion
- Encourage cultural awareness
Cosumnes River College has an excellent short power point detailing the process of developing ESL SLOs at
http://research.crc.losrios.edu/Marchand%20SLO%20Presentation.ppt#1

Onward to Assessment

Student learning outcomes are only the beginning. An SLO is an empty phrase without some attempt to assess or measure it. It is a building that has never been constructed. Once the walls have been raised and the interior has been finished, someone must walk the floors and make sure that everything works. In the construction industry, that job belongs to a building inspector who certifies that the building is safe for use. In education, it is the faculty’s role, whether in the classroom or providing a student service. Assessment is a process where someone asks, “What are the results of this effort? Can anything be improved?” Rather than being depending on an outsider, educators must be the ones to design and create assessment processes and determine how to use that data to improve teaching and learning.

So what is assessment?

Defining (and Re-assessing) Assessment: A Second Try

"Assessment is an ongoing process aimed at understanding and improving student learning.
It involves
• making our expectations explicit and public;
• setting appropriate criteria and high standards for learning quality;
• systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
• using the resulting information to document, explain, and improve performance.

When it is embedded effectively within larger institutional systems, assessment can help us
• focus our collective attention,
• examine our assumptions, and
• create a shared academic culture dedicated to assuring and improving the quality of higher education."

First, remember WYMIWYG (WHAT YOU MEASURE IS WHAT YOU GET). Every time you assess a skill or knowledge, you are communicating that the information on that test or assignment is
the most important information for your students to know. (It is why we get that irritating question in every class, “Will this be on the test?”) Indeed, that is the way it should be. We should assess what our students are able to do based on the outcomes we desire and at the level (higher order thinking skills) that we expect. The way you assess your students and the data you collect to improve teaching and learning will help you focus on the important and improvable aspects of your work.

Here’s an example of a college that has institutionalized the asking and answering of assessment questions.

“City College of San Francisco—a much different, much larger institution—has developed a Web-based Decision Support System. The DSS contains data from 1998 through the present on student enrollment, student demand for classes, departmental productivity, student success as measured by grades, course completion, degrees and certificates, and student characteristics, all of which are available in response to queries from faculty and staff. An instructor of pre-collegiate English might use the system to find out if different student groups—by race or age—are particularly at risk in a key sequence of courses in which he or she is teaching. The department might use the system to see how changes in teaching and curriculum are reflected, or not, in patterns of student success over time. (Is this where the quote begins? I can’t tell from this paragraph) Importantly, we heard from CCSF institutional research staff about the need to work directly with faculty—one-on-one, in small groups, and by departments—to help them envision ways to use the information; the promise, that is, lies not only in supplying good information but in cultivating a demand for it”.3

SO, how do we do this?
The answer is, through carefully using Formative and Summative Assessments. But what the heck is Formative Assessment?

**Formative Assessment** is a kind of evaluation that is created to help students to improve performance. It has low stakes with regards to grading, but it allows students to practice, rehearse or apply the things most valuable to attaining the outcomes of the course. Often quizzes and homework represent this type of assessment.

This assessment is most important in its role as a diagnostic tool which allows you to
1) identify areas of deficiency
2) prescribe alternative learning strategies
3) motivate the student to a deeper learning experience.

---

Summative Assessment, on the other hand, provides a final opportunity for students to show you what they are able to do with what they’ve learned. Summative assessment data can be used as a concluding judgment regarding grades and your last evaluation of the pedagogy and content in your course. It’s high stakes and scheduled at a time when students have had opportunity for feedback and improvement. The key to making summative assessment work is that it needs to be both fair and authentic. “Authentic Assessment” by Wiggins in the appendix provides more details.

“Post secondary assessment done right must be rooted in the course and in the classroom, in the individual cells, to speak metaphorically, where the metabolism of learning actually takes place” (Wright, 1999).

The second step to improving your work through assessment is to determine the kind of data that will inform your teaching in the most effective ways. Data is a frightening word to many builders and faculty, but here are four important concepts about data that will help you to grab this hot two by four by the end: Direct versus Indirect data and Qualitative versus Quantitative data.

Direct versus Indirect

We often refer to Direct and Indirect data. Direct assessments evaluate what students can actually do. It is something you can witness with your own eyes: in class, through papers and exams, speeches or presentations. The setting for those assessment activities is usually confined and structured.

Indirect assessments don’t get at what students can actually do but ask for opinions about it, either from students themselves or from others who might be able to judge. These assessment activities are often in the form of surveys or self-assessments. When used with students, they tend to focus on the learning process or environment, but the actual learning itself is inferred. The setting for these assessments can be the classroom, but may occur elsewhere so it’s not easily contained or structured.

Confused? Try taking this quiz to help you get a deeper understanding of the terms. Evaluate the sources of data below. Select whether they provide direct data or indirect data concerning the issue at hand.

1. Polling information on who people will vote for in an election.
   a. direct data
   b. indirect data
2. The actual vote count reported the evening after the national election.
   a. direct data
   b. indirect data

3. People’s opinion about their favorite make of car.
   a. direct data
   b. indirect data

4. The number and make of automobiles actually sold.
   a. direct data
   b. indirect data

5. Student learning assessed by essays graded by a rubric.
   a. direct data
   b. indirect data

6. Students’ opinions about their writing ability.
   a. direct data
   b. indirect data

7. A student satisfaction survey on the difficulty of science classes.
   a. direct data
   b. indirect data

8. Data on student success in science classes.
   a. direct data
   b. indirect data

See Appendix 1 for answers to Quiz on Direct and Indirect Data.

**Direct** data will indicate the areas of deficiency. In response to this, you need to review your student's pre-requisite knowledge, study skills, your own pedagogy, the methods of assessment used and a variety of other issues related to the teaching and learning process.

In contrast, **indirect** data provides valuable information on perceptions, which are the reality in that person’s mind. Responding to indirect data may mean clarifying expectations, changing the way you present things, helping others to see the criteria more clearly, or providing data that changes those perceptions. For example, indirect data from a survey of science and engineering students revealed that the majority of students felt if they joined a study group it was an admission of inadequacy and an indicator that they would not “make the grade.” Direct data showed that students involved in study groups had better grades and documented improvement, so these perceptions were wrong. Faculty had to respond to this data by working with student perceptions.
**Qualitative versus Quantitative**

Whether the data is **direct** or **indirect**, it may be information collected as numbers (**Quantitative**) or in another format that does not involve numbers (**Qualitative**). **Qualitative** data is collected as descriptive information, such as in a narrative or portfolio. These types of data, often found in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. This kind of data is also bulky to store and to report; however, it is often the most valuable and insightful kind generated, often providing potential solutions or modifications in the form of feedback.

Its companion, **Quantitative** data, which is data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable. **Qualitative** data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assigns a numerical value to each response (e.g. 5 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid. Many people possess fears that the only data allowed for assessment results is quantitative, but this is not so.

**Try another Quiz**

1. A faculty member is convinced that field trips are the most effective way to teach geology but it is impacting the budget. Which data would be most convincing in a budget discussion?
   - a. A narrative on the benefits of field trips (qualitative data)
   - b. A collection of student opinions about field trips (indirect data could be qualitative or quantitative)
   - c. An example of student grades related to topics covered on the field trip that compares the scores of students who went on the field trip and those who did not (direct, quantitative)
   - d. A list indicating the number of the other institutions and geology programs that support geology field trips as an integral part of the pedagogy (indirect, quantitative)
   - e. A combination of these data

2. An ESL instructor has discovered from feedback from her students that the most important outcome they are hoping for is proper pronunciation when they speak. Which would be the most useful type of assessment data both for the individual student and for the course outcomes as a whole?
   - a. Direct statistical data gleaned from a multiple choice test about the fundamental rules in proper pronunciation (quantitative).
   - b. A national standardized ESL test (quantitative).
   - c. A student log book created as a result of listening and analyzing recordings of their own speaking (qualitative).
   - d. An interview developed to assess pronunciation and evaluated using a rubric that indicates the major types of errors and a narrative summary of the overall pronunciation expertise (could be qualitative and quantitative).
e. A classroom speech evaluated by comments from fellow classmates (qualitative).

3. For the annual program review update in the mathematics department the faculty discussed the results of a word problem assessment embedded in the final exam of each section of each class. The assessment was graded with a rubric that faculty had thoroughly discussed in order to norm or make their judgments consistent. What kind of data would be most useful in the departmental annual report using this assessment?
   a. Individual scores of every single student (direct, quantitative data).
   b. Aggregated (combined data) for all the students in each type of course (direct, quantitative data).
   c. A narrative report about what the department’s learned after analyzing the results (qualitative data).
   d. A look at the scores achieved by different student populations (quantitative data).
   e. The average score of each faculty member’s class section (quantitative data).

4. Reading faculty hypothesize that students are less likely to sign up for reading classes in the academic development department than they are to sign into linked reading courses attached to General Education courses (learning communities) where the texts in the course serve as the reading text. What type of data would help explore the validity of this hypothesis?
   a. A survey asking students whether they would prefer to sign up for a learning community or a reading class (indirect data could be qualitative or quantitative).
   b. Database information showing the number of students with placement test scores below collegiate level (quantitative data).
   c. A comparison of student grades in General Education courses and their reading placement test results (quantitative data).
   d. A narrative created from focus groups of students discussing reading problems (qualitative data).
   e. An analysis of the number of students at another institution that has both linked reading classes and Academic Development reading classes.

5. A faculty member is trying to improve her classroom presentation methods. Which would provide the best feedback?
   a. A questionnaire with (Likert-scaled) student responses providing options to select a. this method is helpful, b. this method is not helpful or c. this method confuses me. (indirect, quantitative data)
   b. A demonstration of a method followed by open-ended discussion and feedback from the students. (indirect, qualitative data)
   c. A self evaluation by the faculty member listing the pros and cons of each method (indirect, qualitative)
   d. A review of the student test results directly related to that presentation method (direct, quantitative)
Developing or using these assessment techniques does not have to be burdensome. There are many really useful techniques for diverse disciplines available online and in highly recognized resources. One of these sources that has revolutionized teaching and learning is Classroom Assessment Techniques by Angelo and Cross. Classroom Assessment Techniques (CATs) are a group of well known and often used formative assessments. CATs are “simple tools for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 26). CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the semester. Faculty can use a CATs technique at any point during a class session (beginning, middle or end of a class session). After evaluating the result, you can know what students are getting and can quickly change your teaching plans to fill in gaps or clarify misunderstandings. CATS work best when student responses are anonymous and the results are shared with them at the next class session. Some popular examples are “The Minute Paper,” “One Sentence Summary,” “Chain Notes,” and “Application Cards” (see chart below from the National Teaching and Learning Forum).

You can find more examples and a more detailed explanation of how to use them in Classroom Assessment Techniques: A Handbook for College Teachers by Angelo & Cross (1993). For other discipline specific downloadable CATS see http://www.flaguide.org/cat/cat.php

<table>
<thead>
<tr>
<th>Name:</th>
<th>Description:</th>
<th>What to do with the data:</th>
<th>Time required:</th>
</tr>
</thead>
</table>
| **Minute paper** [2] | During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?" and, "What point remains least clear to you?" The purpose is to elicit data about students' comprehension of a particular class session. | Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students' comments.                                                                 | Prep: Low  
In class: Low  
Analysis: Low |
| **Chain Notes** | Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope. | Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning. | Prep: Low  
In class: Low  
Analysis: Low |
| **Memory matrix** | Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might be periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts. | Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s). | Prep: Med  
In class: Med  
Analysis: Med |
| **Directed paraphrasing** | Ask students to write a layman’s "translation" of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts. | Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs. | Prep: Low  
In class: Med  
Analysis: Med |
| **One-sentence summary** | Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea. | Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students. | Prep: Low  
In class: Med  
Analysis: Med |
| **Exam Evaluations** | Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test. Add these questions to the exam or administer a separate, follow-up evaluation. | Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to the general ideas represented by student comments. | Prep: Low  
In class: Low  
Analysis: Med |
| **Application cards** | After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application. Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of | | Prep: Low  
In class: Low |
application for what they have just learned to determine how well they can transfer their learning.

examples and present them to the class.

Analysis: Med

Student-generated test questions

Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what are good test items.

Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the goods ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.

Prep: Med
In class: High
Analysis: High
(may be homework)


Applying Assessment Basics to Real Life

Do you remember the Reading 961 SLOs from Mission College?
Upon completion, students will:
1. Utilize vocabulary skills to comprehend assigned readings.
2. Determine and differentiate main ideas and supporting details in assigned readings.
3. Make appropriate inferences in assigned readings

Let’s look at the first outcome: Utilize vocabulary skills to comprehend assigned readings. This is a skill. How would you assess a student’s ability to use vocabulary building strategies? You might:

Give them some reading with new vocabulary and document how they deal with the new vocabulary (a direct measure)

You could have them explain to others how they deal with new vocabulary (an indirect measure)
Use the space below to jot down your thoughts about pros and cons of each method and what might work best for you or for other faculty at your school (Hint: Think about whether or not an indirect measure will give you enough information about how well a student can perform a skill).

Let’s look at the second and third outcomes: **Determine and differentiate main ideas and supporting details in assigned readings** and **Make appropriate inferences in assigned readings**. In these, cognitive abilities are being assessed, looking at what students actually know. There are many different ways to assess these outcomes. Here are some possibilities. In response to an assigned reading, students could:

- Identify the main idea, supporting details and inferences in three selected paragraphs in a text (a direct measure).
- Answer ten questions about the main ideas, supporting details and inferences in the article (a direct measure).
- Write about them in a reading log (a direct measure).
- Map them (a direct measure).
- Debate them, using supporting details from the text (a direct measure).
Have the student describe his or her process of coming to understand the article (an indirect measure).

Again, use the space below to note the pluses and minuses of each assessment method and discuss what might work in a reading class at your college.

Finally, let’s look at an outcome from another reading course from Mission College, one that is designed for students in the level below the one we’ve been discussing (i.e. three levels below college level English). One of the outcomes for Reading 960 reads: **Perceive themselves as growing in reading competence**. This one targets a student’s belief or values. Many basic skills classes seek to explore students’ self-perceptions. This can be tricky to assess. You have to use **indirect** measures, because this one is about the student’s perception of his or her abilities. You could have students:

- Describe to someone else in the class how competent they feel about reading.
- Complete a survey about their reading abilities and competence at the end of the class.
- Write an essay about how they have changed as a reader over the course of the class.
- Survey their attitudes about their competency in reading at the beginning and end of the course, comparing the results.
Use the space below to note the merits of each method. Which ones seem the most possible to do, taking the least amount of time for you or your colleagues at your school?

Speaking of time, we do expect you to be worrying about it at this point. “Wait a minute,” we hear you say, “Are you telling me that I have to assess every outcome for my class in addition to what I regularly do? I’m too busy! I have a lot of assignments to grade, not to mention an entire semester’s worth of material to cover. What do you want from me?”

But stop and think for a moment. Would you ever construct a building without examining it before you let someone move in? Surely you would want to walk through each room and examine it carefully, perhaps testing the soundness of the walls or floor. In the same way, you cannot afford to cover the content of your course without assessing what the students have learned. Even if you did manage to cover everything, meaning a job well done by you, it’s possible that you could discover that your students are not able to DO anything with that material. Assessment is the building inspection!

The good news is that we have an effective method that draws on the major assignments you’re already using in your class. This is called course embedded assessment. Using this method, you can choose an assignment that you have to grade anyway as an assessment source. Note that the many suggestions for assessments listed above are all class assignments. Though you will grade that assignment like you usually do, you’ll also be analyzing the results from a slightly different perspective. What does the performance of your students on this particular assignment tell you about their issues and needs with the material? What can you discover about what they’re learning?
“Okay,” you say, “so why can’t I just use my grades as an assessment?” Good question! But think about our purpose here. A letter grade is a summation of student performance and doesn’t provide you with information about the different parts of the assignment, so you can see where students are grasping the material and where they might be lost. Remember that assessment asks you to formalize what you probably do intuitively each time you grade a set of assignments -- analyzing what you think your students learned and planning for what you need to change to help them improve. The way to grade an assignment so that it can authenticate or confirm that intuitive information is to use a rubric or primary trait scale. If you are unfamiliar with these terms, please see the index for a detailed description of what rubrics are and how to create them.

Not every assignment you give to a class can do double duty as an assessment measure. Some quizzes or homework simply test lower level knowledge, the type that is listed in the course objectives. Assignments that you can also use as an assessment must measure higher level thinking skills related to the course outcomes. So examine your assignments and look for the ones that ask students to synthesize and think critically, the ones that target the outcomes for your specific course.

Closing the Loop

The final step in the assessment of student learning outcomes is often called “Closing the Loop.” The term refers to taking the time to look carefully at the data you have collected and analyzing what it suggests you can do to improve teaching and learning. Writing SLOs and assessing them is no good if the final reflective step isn’t completed. The good news is that it can be both the most rewarding and most enjoyable part of the assessment process, especially if it results in dialogue with other colleagues about what is going on in your classrooms or department. Some community colleges, ones who have embarked on assessment processes that ask colleagues to share results, report that meetings have become more meaningful. They are actually talking about teaching instead of budget cuts, college business or even parking!

The chart below outlines the process. Note how circular it is. It keeps going, each step feeding into the next. Ideally, assessment never ends. It simply continues in the same way that you continue to informally evaluate what happens in your classes.
Many colleges are tying the assessment loop to Program Review. It makes great sense to evaluate assessment results and then plan how to improve teaching and learning based on those results. At some colleges across the state, assessment results are now being used to justify budgetary requests. Not only can assessment let you know what is going on in your classes, but it can also provide you with funds to continue your good work.

Let’s take a look at how a department can close the loop on assessing a basic skills class. Mission College used this process to assess Reading 961, the course whose SLOs you looked at in the beginning of this chapter. This is only one of many methods a department can choose to close the loop. This is simply an example. Here are the steps they took:

**Step One:** They wrote SLOs for the class:

1. Utilize vocabulary skills to comprehend assigned readings.
2. Determine and differentiate main ideas and supporting details in assigned readings.

**Step Two:** They decided on an assessment method to measure SLO #2.

“Students will be given an assignment asking them to read a selection that can be evaluated in terms of one of the outcomes above. This assignment will then be evaluated by the classroom instructor using a rubric designed for this purpose.”

Note that the department chose to use a course-embedded assessment method, using a rubric to “grade” the assignment. All of the faculty teaching the course (both full time and adjunct) participated. The assignments varied; some instructors asked students to answer ten questions about an assigned text while others asked them to write the main point in one
sentence and then list supporting details. Still another other asked students to map the reading and then either write or ask questions about it.

**Step Three:** Each individual instructor analyzed his or her results and recorded it on an [Individual Faculty Results Form](#) that the department had created for this purpose. The faculty from Mission have graciously given us permission to share some of their forms which are at the end of this chapter. You may find their analysis of the student work interesting.

**Step Four:** They decided on a process to close the loop where they would meet to share their individual results, and discuss how to improve the course. “The department will then set priorities and create an instructional plan with a timeline. The results/analysis, recommendations, instructional plan and timeline will then be recorded on the [Department Analysis Form](#).” This is also included at the back of this chapter.

**Step Five:** They put their plans to the test. They discovered four things from doing this assessment process together.

1. “…The need for repetition and explicit instruction for learning to take place.”
2. “…Absences affect student learning, and students who had excessive absences, and/or the occurrence of two holidays in November prior to giving the assessment may have affected the outcomes.”
3. “…Students seem to do well on prescriptive work, but have difficulty creating structure and meaning for themselves.”
4. “Instructors were interested to note that they came to the same conclusions regarding teaching and learning based on 4 different assessments, rubrics and students. Results were remarkably consistent.”

**Step Six:** They made plans for improvement.

1. “Need to rewrite SLO to separate Main Idea and Supporting Details from Inferences. Cannot measure both in one SLO.”
2. “Make the SLOs explicit so students know their performance expectations and provide ample practice.”
3. “Recognize the need to repeat the Main Idea SLO in various ways: outlining, mapping and summarizing, throughout the semester.”

Note that the assessment revealed the need for a third SLO, which was added to the course and included in the list you worked with earlier in the chapter. Revising and improving your own SLOs or assessment methods are key to a successful process. Assessment and SLOs continue to evolve. Going through an entire assessment cycle, where you close the loop, will give you the information you need to make the process better and more workable for your department.

**A Few Words of Final Advice**

1. Keep it simple. Don’t create a process that is so cumbersome and difficult that faculty won’t want to do it. Create something that doesn’t take a lot of time.
2. Keep it safe. SLO Assessment is not to be used to evaluate individual faculty.
3. Focus on just one or two SLOs at a time. You need not assess EVERY SLO all the time.
4. Start small. You don’t have to do everything at once. Complete an entire loop with one
course or a series of classes and see what it teaches you. Just do it.
5. The creation of assessment methods and its analysis is a faculty responsibility. Don’t
give it over to people who are not in your classroom.
Appendix Chapter 15
Course Assessment Basics: Evaluating Your Construction

Appendix 1: Answers to Quiz on Direct and Indirect Data
Appendix 2: Answers to Quiz on Qualitative and Quantitative Data
Appendix 3: Mission College Reading Department Assessment Report on Reading 961
Departmental Assessment Results Form
Individual Instructor report forms, assignments and rubrics
Appendix 1
Answers to Quiz on Direct and Indirect Data

1. Polling information on who people will vote for in an election.
   a. indirect data

2. The actual vote count reported the evening after the national election.
   ✓ direct data

3. People’s opinion about their favorite make of car.
   ✓ indirect data

4. The number and make of automobiles actually sold.
   ✓ direct data

5. Student learning assessed by essays graded by a rubric.
   ✓ direct data

6. Students’ opinions about their writing ability.
   ✓ indirect data

7. A student satisfaction survey on the difficulty of science classes.
   ✓ indirect data

8. Data on student success in science classes.
   ✓ direct data
1. A faculty member is convinced that field trips are the most effective way to teach geology but it is impacting the budget. Which data would be most convincing in a budget discussion.
   
   b. A narrative on the benefits of field trips (qualitative data)
   
   c. A collection of student opinions about field trips (indirect data could be qualitative or quantitative)
   
   d. An example of student grades related to topics covered on the field trip that compares the scores of students who went on the field trip and those who did not (direct, quantitative)
   
   e. A list indicating the number of the other institutions and geology programs that support geology field trips as an integral part of the pedagogy (indirect, quantitative)
   
   f. A combination of these data

2. An ESL instructor has discovered from feedback from her students that the most important outcome they are hoping for is proper pronunciation when they speak. Which would be the most useful type of assessment data both for the individual student and for the course outcomes as a whole?
   
   a. Direct statistical data gleaned from a multiple choice test about the fundamental rules in proper pronunciation (quantitative).
   
   b. A national standardized ESL test (quantitative).
   
   c. A student log book created as a result of listening and analyzing recordings of their own speaking (qualitative).
   
   d. An interview developed to assess pronunciation and evaluated using a rubric that indicates the major types of errors and a narrative summary of the overall pronunciation expertise (could be qualitative and quantitative).
   
   e. A classroom speech evaluated by comments from fellow classmates (qualitative).

3. For the annual program review update in the mathematics department the faculty discussed the results of a word problem assessment embedded in the final exam of each section of each class. The assessment was graded with a rubric that faculty had thoroughly discussed in order to norm or make their judgments consistent. What kind of data would be most useful in the departmental annual report using this assessment?
   
   a. Individual scores of every single student (direct, quantitative data).
   
   b. Aggregated (combined data) for all the students in each type of course (direct, quantitative data).
   
   c. A narrative report about what the department’s learned after analyzing the results (qualitative data).
   
   d. A look at the scores achieved by different student populations (quantitative data).
4. Reading faculty hypothesize that students are less likely to sign up for reading classes in the academic development department than they are to sign into linked reading courses attached to General Education courses (learning communities) where the texts in the course serve as the reading text. What type of data would help explore the validity of this hypothesis?

   a. A survey asking students whether they would prefer to sign up for a learning community or a reading class (indirect data could be qualitative or quantitative).

   b. Database information showing the number of students with placement test scores below collegiate level (quantitative data).

   c. A comparison of student grades in General Education courses and their reading placement test results (quantitative data).

   d. A narrative created from focus groups of students discussing reading problems (qualitative data).

   e. An analysis of the number of students at another institution that has both linked reading classes and Academic Development reading classes.

5. A faculty member is trying to improve her classroom presentation methods. Which would provide the best feedback?

   a. A questionnaire with (Likert-scaled) student responses providing options to select a. this method is helpful, b. this method is not helpful or c. this method confuses me. (indirect, quantitative data)

   b. A demonstration of a method followed by open-ended discussion and feedback from the students. (indirect, qualitative data)

   c. A self evaluation by the faculty member listing the pros and cons of each method (indirect, qualitative)

   d. A review of the student test results directly related to that presentation method (direct, quantitative)

   e. A combination of the above
Appendix 3
Reading 961 Student Learning Outcomes Assessment Results

Fall 2007

Participants:

Ina Gard
Aaron Malchow
Alice Marciel
Dianne McKay

Submitted to Title V Project January 7, 2008

Process Summary

Four members of the reading department participated in a study to validate one of the Student learning outcomes for Reading 961 the mid level developmental reading course at Mission College. The catalog description for this course is:

Reading 961: Effective Reading (Non-Associate Degree Course) 3.0 units
Prerequisites: READ 960, or ESL 970RW, ESL 970G and ESL 970LS, or qualifying score on the placement test.

This developmental course is designed for students who wish to correct or improve basic reading habits and skills including: expanding vocabulary, improving comprehension and attaining an efficient reading rate. The content and objectives of this course will vary somewhat to meet the student’s individual needs. Some study skills may be included. May be repeated once for credit. Credit/No Credit Option.

The department’s assessment plan had several components. The participating faculty met to discuss the project and the course SLOs, did individual work in preparation for additional discussion on the assessment tools and rubrics, conducted their assessment and evaluated the results. The plan follows:
### Reading Department Assessment Plan: Reading 961

#### Outcomes

Upon completion of Reading 961 the student will:
1. Utilize vocabulary skills to comprehend assigned readings.
2. Articulate main ideas and make inferences in assigned readings.

#### Objectives

1. Apply knowledge of vocabulary commonly used in college reading, writing, and speaking.
2. Identify main idea in assigned readings.
3. Identify supporting details in assigned readings.
4. Identify organizational patterns and relationships of ideas in assigned readings.
5. Utilize graphic organizers (mapping, outlining, summarizing) as a method of organizing ideas in prose reading.
6. Apply contextual clues as a method of improving comprehension through informing vocabulary in assigned readings.
7. Apply critical thinking skills including distinguishing fact from opinion, making inferences, and identifying author’s purpose and tone in assigned readings.
8. Apply reading and study techniques to enhance comprehension of college textbooks.

#### Assessment Process

Students will be given an assignment asking them to read a selection that can be evaluated in terms of one of the outcomes above. This assignment will then be evaluated by the classroom instructor using a rubric designed for this purpose. The results (with any analysis) will be recorded on the Individual Faculty Results Form and presented to the department, with recommendations, and a discussion will follow with the goal of generating additional recommendations for the course and for the department. The department will then set priorities and create an instructional plan with a timeline. The results/analysis, recommendations, instructional plan and timeline will then be recorded on the Department Analysis Form.

The discussion will take place once or twice a year, possibly on Flex Day. The whole department will be invited, and part-time faculty will be paid to attend with money from the Title V grant (for a limited time).

Following is the timeline for training and implementing the plan during Fall 07 semester:

- **Training (September 25):** 1.5 Hours
- **Selection/Refinement of Assessment Tool and Rubric (On Your Own):** 4 Hours
- **Training (October 16, Workshopping Assessment Tools):** 1.5 Hours
- **Training (November 13, Workshopping Rubrics):** 1.5 Hours
Preparing Results/Filling out Forms (On Your Own): 4 Hours

Training (December 4, Reporting out Results/Brainstorming Session): 2 Hours

The results of the SLO validation follow in summary form, along with the individual instructor's rubrics, assignments and rating sheets. One of the immediate results of the study was the need to rewrite the current SLO to separate the measurement of main ideas and supporting details from inferences. We found it too difficult to measure this combination. As a result, the rewritten SLOs for Reading 961 are:

Upon completion of Reading 961 the student will:
1. Utilize vocabulary skills to comprehend assigned readings.
2. Determine and differentiate main ideas and supporting details in assigned readings.
3. Make appropriate inferences in assigned readings.

Student Learning Outcomes Assessment Summary

The individual instructors created their own assignments and rubrics, implemented their assessment and evaluated the results. These results and rubrics can be viewed in the attached appendix. As a result of these assessments and discussion among the faculty, the following summary analysis and plan was created.
Reading Department Analysis

Reading 961 SLO Validation

Fall 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Reading 961</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>December 4, 2007</td>
</tr>
<tr>
<td>Number of Faculty/Staff in Attendance</td>
<td>Four: Aaron Malchow, Ina Gard, Alice Marciel, Dianne McKay</td>
</tr>
<tr>
<td>Number of Faculty/Staff Sharing Assessment Results</td>
<td>Same</td>
</tr>
<tr>
<td>SLOs Measured</td>
<td>2. Articulate main ideas and make inferences in assigned readings</td>
</tr>
<tr>
<td>Assessment Tools</td>
<td>Attached</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>Found the need for repetition and explicit instruction for learning to take place.</td>
</tr>
<tr>
<td>What student needs and issues were revealed?</td>
<td>Found that absences affect student learning, and students who had excessive absences, and/or the occurrence of two holidays in November prior to giving the assessment may have affected the outcomes.</td>
</tr>
<tr>
<td></td>
<td>Found that students seem to do well on prescriptive work, but have difficulty creating structure and meaning for themselves.</td>
</tr>
<tr>
<td></td>
<td>Instructors were interested to note that they came to the same conclusions regarding teaching and learning based on 4 different assessments, rubrics and students. Results were remarkably consistent.</td>
</tr>
</tbody>
</table>
### Next Steps to Improve Student Learning

**How might student performance be improved?**

Stressing explicit instruction and repetition of major themes within the SLOs to improve student performance. The goal will be to make what the student needs to learn and demonstrate very clear and give the students ample opportunity to practice and perfect such learning.

### Next Step in the Department to Improve Student Learning

We will focus on the SLOs all semester as the major focus. This serves to give structure to the teaching and learning.

It is clear that this SLO needs to be rewritten into two separate SLOs, one for main idea and one for inferences. The two cannot be measured together.

### Priorities to Improve Student Learning

**List the top 3-6 things faculty/staff felt would most improve student learning**

Need to rewrite SLO to separate Main Idea and Supporting Details from Inferences. Cannot measure both in one SLO.

Make the SLOs explicit so students know their performance expectations and provide ample practice.

Recognize the need to repeat the Main Idea SLO in various ways: outlining, mapping and summarizing, throughout the semester.

### Implementation

**List the departmental plans to**

By January 2008, rewrite the SLOs to separate Main Idea and supporting details from inference.

In Spring 08, teachers will implement
| implement these priorities | changes to teaching and we will reassess in Fall 08.  
By Spring 08 create SLO overlays to our official course outlines to give to instructors to help focus their instruction around those SLOs. 
In Spring 08 Flex Days, share the results of the SLO validation with all department instructors and discuss how the SLO’s can help shape instruction and focus on the need for repetition of practice. 
In Fall 08, we will select one assessment and rubric and give it to all READ 961 students and evaluate that way. |
|---|---|
| **Timeline for Implementation**  
(Make a timeline for implementation of the top priorities) | See above. |
Individual Faculty Assessment Results Form: Aaron Malchow

You can generalize your results or use numbers instead of grades (A= 4 points etc). Remember that this assessment process can’t be used to evaluate you personally or specific students. The point is to evaluate how students are mastering the core competencies.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Reading Department - Aaron Malchow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Reading 961</td>
</tr>
<tr>
<td>SLO:</td>
<td>Articulate main ideas and make inferences in assigned readings.</td>
</tr>
<tr>
<td>Assessment Tool/ Assignment: (Attach)</td>
<td>On a sheet of paper, for “Serving in Florida,” in Nickel and Dimed, identify the main idea and one supporting detail for:</td>
</tr>
<tr>
<td></td>
<td>1. the first full paragraph on page 12,</td>
</tr>
<tr>
<td></td>
<td>2. the last paragraph on page 27, and</td>
</tr>
<tr>
<td></td>
<td>3. the last paragraph on page 30</td>
</tr>
<tr>
<td>Rubric Used to Evaluate Assessment tool: (Attach)</td>
<td>See attached page</td>
</tr>
<tr>
<td>Number of A grades:</td>
<td>0</td>
</tr>
<tr>
<td>Number of B grades:</td>
<td>11</td>
</tr>
<tr>
<td>Number of C grades:</td>
<td>5</td>
</tr>
<tr>
<td>Number of D grades:</td>
<td>2</td>
</tr>
<tr>
<td>Number of F grades:</td>
<td>0</td>
</tr>
<tr>
<td>Any factors that may have affected the grades:</td>
<td>Applying the rubric itself.</td>
</tr>
<tr>
<td>Thoughts on the assessment results (see page 1, 5c): (You may attach or type into expandable)</td>
<td>I looked the student responses to the assignment twice – eyeballing them, following my standard grading process, and then grading them using the rubric.</td>
</tr>
</tbody>
</table>
Comparing my standard process to the rubric results, I would have marked at least 3-5 of the B-level responses as A-level work, and the 2 D-level work would have been F-level by my typical standards.

I find it interesting that I would not have viewed any work as D-level using my typical grading process, but at this point in the semester, I would hope that my students could accomplish this task. The 2 student responses that rated a D-level on the rubric were incomplete, and showed a lack of effort. The rubric does not have a rating that factors in incomplete work, as the bottom most ranking implies that some effort was given, rather than not finishing the assignment. Obviously, as a teacher, I should not feel obligated to follow the rubric’s guidelines under those circumstances, but in using the rubric, I wanted to see what it accounted for — and did not account for — rather than make exceptions for it myself.

I also noticed that the rubric is actually looking for two skills – not one – in each category. In both categories, it implicitly identifies being able to complete the task “without having the article in front of him/her,” meaning that the rubric is also attempting to measure recall, as well as comprehension. For the assignment, I only wanted to measure comprehension of main ideas and supporting details.

While I am not inclined to use this rubric again, I do believe that using rubrics is useful in articulating expectations – both to myself as a teacher and to my students. I will use the experience to help me better determine which rubrics might be most effective for my classroom instruction.
### Rubric Used to Evaluate Assessment tool: Malchow

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies important information</strong></td>
<td>Student lists all the main points of the article without having the article in front of him/her.</td>
<td>The student lists all the main points, but uses the article for reference.</td>
<td>The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.</td>
<td>The student cannot identify important information with accuracy.</td>
</tr>
<tr>
<td><strong>Identifies details</strong></td>
<td>Student recalls several details for each main point without referring to the article.</td>
<td>Student recalls several details for each main point, but needs to refer to the article, occasionally.</td>
<td>Student is able to locate most of the details when looking at the article.</td>
<td>Student cannot locate details with accuracy.</td>
</tr>
</tbody>
</table>
### Individual Faculty Assessment Results Form: Ina Gard

You can generalize your results or use numbers instead of grades (A= 4 points etc). Remember that this assessment process can’t be used to evaluate you personally or specific students. The point is to evaluate how students are mastering the core competencies.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Reading - Ina Gard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Reading 961</td>
</tr>
<tr>
<td>SLO:</td>
<td>2. Articulate main ideas and make inferences in assigned readings</td>
</tr>
<tr>
<td>Assessment Tool/ Assignment:(Attach)</td>
<td>Students read “Rowing the Bus”. When complete students mapped the reading and answered 10 main idea questions</td>
</tr>
<tr>
<td>Rubric Used to Evaluate Assessment tool:</td>
<td>See Attached</td>
</tr>
<tr>
<td>Number of A grades:</td>
<td>2</td>
</tr>
<tr>
<td>Number of B grades:</td>
<td>3</td>
</tr>
<tr>
<td>Number of C grades:</td>
<td>4</td>
</tr>
<tr>
<td>Number of D grades:</td>
<td>2</td>
</tr>
<tr>
<td>Number of F grades:</td>
<td>4</td>
</tr>
<tr>
<td>Any factors that may have affected the grades:</td>
<td>Holidays on Monday evening (when this class met) means students are not in class for two weeks.</td>
</tr>
<tr>
<td>Thoughts on the assessment results (see page 1, 5c):</td>
<td>Repetition seems even more important than I would have believed. Continually reviewing main idea with major points seems crucial. Having students map as much as possible appears to help. Level of success on this assessment tool seems to correlate with other work done in the class.</td>
</tr>
</tbody>
</table>

(You may attach or type into expandable box.)
### Individual Faculty Assessment Results Form: Alice Marciel

You can generalize your results or use numbers instead of grades (A= 4 points etc.). Remember that this assessment process can’t be used to evaluate you personally or specific students. The point is to evaluate how students are mastering the core competencies.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Reading - Alice Marciel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Reading 961</td>
</tr>
<tr>
<td>SLO:</td>
<td>2. Articulate main ideas and make inferences in assigned readings</td>
</tr>
<tr>
<td>Assessment Tool/ Assignment: (Attach)</td>
<td>Students read “Rowing the Bus” article and answered 10 main idea questions and mapped the story. 20 students were assessed.</td>
</tr>
<tr>
<td>Rubric Used to Evaluate Assessment tool: (Attach)</td>
<td>See Attached</td>
</tr>
<tr>
<td>Number of A grades:</td>
<td>14 students - identified 8 responses</td>
</tr>
<tr>
<td>Number of B grades:</td>
<td>2 students - identified 7 responses</td>
</tr>
<tr>
<td>Number of C grades:</td>
<td>4 students - identified 4 or 5 responses</td>
</tr>
<tr>
<td>Number of D grades:</td>
<td>none</td>
</tr>
<tr>
<td>Number of F grades:</td>
<td>none</td>
</tr>
<tr>
<td>Any factors that may have affected the grades:</td>
<td>Increased mapping assignments for practice prior to administering the assessment.</td>
</tr>
<tr>
<td>Thoughts on the assessment results (see page 1, 5c): (You may attach or type into expandable box.)</td>
<td></td>
</tr>
</tbody>
</table>
Main Idea/Supporting Detail Rubric
Used by Alice Marciel and Ina Gard

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Superior</td>
<td>Correctly identifies 8 of 10 responses. Demonstrates in-depth understanding of material.</td>
</tr>
<tr>
<td>4 - Strong</td>
<td>Correctly identifies 6 - 7 of 10 responses. Demonstrates good understanding of the material.</td>
</tr>
<tr>
<td>3 - Adequate</td>
<td>Correctly identifies 4 or 5 of 10 responses. Demonstrates sufficient understanding of the material.</td>
</tr>
<tr>
<td>2 - Limited</td>
<td>Correctly identifies 3 of 10 responses. Demonstrates some understanding of material.</td>
</tr>
<tr>
<td>1 - Very Limited</td>
<td>Correctly identifies fewer than 3 of 10 responses. Demonstrates lack of understanding of the material.</td>
</tr>
</tbody>
</table>
Individual Faculty Assessment Results Form: Dianne McKay

You can generalize your results or use numbers instead of grades (A= 4 points etc.). Remember that this assessment process can’t be used to evaluate you personally or specific students. The point is to evaluate how students are mastering the core competencies.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Reading - Dianne McKay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Reading 961</td>
</tr>
<tr>
<td>SLO:</td>
<td>2. Articulate main ideas and make inferences in assigned readings</td>
</tr>
<tr>
<td>Assessment Tool/ Assignment:</td>
<td></td>
</tr>
<tr>
<td>(Attach)</td>
<td>Select one chapter from the week’s reading in Breaking Through and in one good sentence, write its central point (thesis), then list the details that support this central point. You may use mapping or outlining to do this if it is helpful</td>
</tr>
<tr>
<td>Rubric Used to Evaluate Assessment tool:</td>
<td>See Attached</td>
</tr>
<tr>
<td>(Attach)</td>
<td></td>
</tr>
<tr>
<td>Number of A grades:</td>
<td>9</td>
</tr>
<tr>
<td>Number of B grades:</td>
<td>1</td>
</tr>
<tr>
<td>Number of C grades:</td>
<td>2</td>
</tr>
<tr>
<td>Number of D grades:</td>
<td>1</td>
</tr>
<tr>
<td>Number of F grades:</td>
<td>0</td>
</tr>
</tbody>
</table>
| Any factors that may have affected the grades: | 1. I changed this assignment to add the supporting details (map or outline) for this project. This by itself was an improvement to the assignment and the teaching that went with it.  

2. The students had two previous opportunities to attempt the main ideas and supporting details and improve them. This was week 3 of a 4 week project. Students who received a C & D had had excessive absences and so missed the 2 weeks of learning experiences previous to this work. |
| Thoughts on the assessment results (see) | 1. Based on this experience, I would allow |

Thoughts on the assessment results (see)
more time in class to specifically peer review the main ideas and details. In the first 2 weeks, I had taken samples of students work and as a group we critiqued and improved on them. I also took examples of good student work and used them as templates for the students.
Dianne McKay’s Scoring Rubric for
SLO Assessment of Main Idea

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (A)</td>
<td>Central Point (main idea) is clear and stated in a complete sentence. All supporting details are relevant to the Central Point.</td>
</tr>
<tr>
<td>3 (B)</td>
<td>Central Point contains main idea but may be unclearly stated and/or not in a complete sentence. Most supporting details support the Central Point.</td>
</tr>
<tr>
<td>2 (C)</td>
<td>Student attempted to write a Central Point, but it is unclear, and some of the supporting details don’t directly support the Central Point.</td>
</tr>
<tr>
<td>1 (D)</td>
<td>The statement of Central Point is incorrect given the subject matter, and the details don’t support it.</td>
</tr>
<tr>
<td>0 (F)</td>
<td>No statement of Central Point is written and no appropriate supporting details are represented.</td>
</tr>
</tbody>
</table>

OUTCOMES for Reading 960 (three levels below College Level English): Upon completion, students will:
1. Apply vocabulary-building strategies to improve their analysis of readings.
2. Demonstrate a literal comprehension of readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.
3. Perceive themselves as growing in reading competence.

OBJECTIVES for Reading 960 (three levels below College Level English):
1. Demonstrate sufficient vocabulary and language development to allow for reading and written expression at a pre-collegiate level.
2. Recognize the main idea of a paragraph in pre-collegiate level readings.
3. Recognize supporting details in paragraphs in pre-collegiate level readings.
4. Understand organizational patterns and relationships of ideas in pre-collegiate level readings.
5. Apply word attack skills including phonics, syllabication, and dictionary skills to read and spell words at a pre-collegiate level.
6. Recognize and apply written context to inform vocabulary knowledge at a pre-collegiate level.
Chapter 17

Supporting Adjunct Faculty

Primary Authors:
Marcy Alancraig Cabrillo College, (former long-term adjunct faculty)
Joan Cordova, Orange Coast College (long-term adjunct faculty)
Supporting Adjunct Faculty

Adjunct instructors are often the first teacher a basic skills student meets at a college, the person who labors mightily to help construct the building that houses the student’s academic dreams. Although teaching specific mathematics, English or ESL skills, these hard-working professors must also instill students with confidence, all the while educating them about how to become a learner. As Chapter 6 discusses, assuming a “learner identity” is the most important task that basic skills students must master, the skill that will show them how to use the building supplies they are amassing for their own individual academic construction.

Yet adjunct instructors face many unique challenges in their work, ones that full-time faculty do not. This chapter is written by an adjunct faculty member and former long-term adjunct in acknowledgement of those difficulties and with gratitude for all the creative ways that part-time faculty have managed to overcome them. The California Community College system would not be the positive and thriving place that it is today without our adjuncts! This chapter is also written for those administrators and full-time faculty who wish to explore the hurdles that adjuncts face and who would like to find better ways to support their very important work.

Reality Check
Let’s start with a checklist about an adjunct instructor’s work life. If you are part-time faculty, check any and all of the challenges listed below that arise from your current teaching assignment at one or more colleges. If you are not an adjunct, imagine what your working life would be like under any of these circumstances.

- No time to attend department or other college governance meetings.
- No time to attend flex activities or, if you do, no reimbursement for it.
- No office assigned.
- No location to conveniently meet with students.
- No easily accessible reproduction facilities.
- No contact person to help with campus logistics.
No course outline or other guidance provided for the classes you are assigned to teach.

Fear that you will be in one location and the materials you need will be somewhere else.

Different campus SLO assessment processes, course outlines and expectations for the same course you teach at different colleges.

How many did you check? If you had two or less, you are teaching at a college that comprehends the challenges that adjuncts face and has made efforts to help you in your work. If you had three or more checked, a lot more could be done to assist your successful involvement with students and the college as a whole.

While you may be laboring with no office or support, we know that you persist in your work with dedication and passion because you want to see students succeed. Let's take a look at some of the data about adjunct faculty and basic skills that reveal the very essential role adjunct faculty have in promoting student success.

How Many Adjuncts Teach Basic Skills Courses?
The Chancellor’s Office Report on Staffing for Fall 2006 states that there were 18,196 Tenured to 41,624 Temporary faculty. Think about the numbers! Temporary or adjunct faculty outnumber full-timers slightly more than 2:1. This is often acknowledged, but justified by a difference in FTE (full time equivalent) numbers. Yet the FTE count from the same report shows that Tenured faculty’s FTE is 17,614.2 compared to 15,041.6 Temporary.¹ The difference is not as much as many suppose.

But these numbers don’t give the full picture of how many adjunct faculty are teaching basic skills courses. Basic Skills as a Foundation for Student Success in California Community Colleges, sometimes referred to as the Poppy Copy, tried to discover some hard numbers. It reports that nationwide 67 percent of faculty teaching remedial courses are employed part-time (Shults, 2000). In its 1998 survey of practices related to basic skills, the Academic Senate for California Community Colleges found that 56.5 percent of credit basic skills instructors were part-time faculty, with numbers up to 70 percent when noncredit courses were considered (Academic Senate, 2000).²

California seems to be in keeping with the rest of the country. Hardworking adjunct faculty teach the majority of basic skills courses. It is adjunct faculty who open the door to students, providing them with the tools and materials they need for building academic success. The efforts of the Basic Skills Initiative will come to naught if colleges do not focus on adjunct needs and provide adjunct faculty with more tools for the crucial role they play in all disciplines, but particularly in basic skills courses.

¹ California Community Colleges Chancellor's Office Report on Staffing for Fall 2006 Statewide Detail

² Basic Skills as a Foundation for Student Success in California Community Colleges, The Research and Planning Group for California Community Colleges, July 2007 (second edition) pg 21
As An Adjunct, What Am I Legally Mandated To Do?

In case one of the items you checked on the reality checklist was the one about lacking guidance from your college about the classes you teach, we would like to share the legal requirements for your job. Those of you already in the know may want to skip ahead to the next section of this chapter.

An intrepid instructor, brave enough to explore the California Education Code, will find the answer to “what am I mandated to do?” in legal language. The statutes apply to all faculty, whether adjunct or full-time. However, adjunct faculty do not always receive an orientation to these requirements when hired. If you are feeling courageous, you can access the Ed Code yourself online at: www.leginfo.ca.gov/calaw.html. Relevant sections include CALIFORNIA CODES, EDUCATION CODE, SECTION 87400-87488 for academic employees, and Part 25 Chapter 4. Employment--Certificated Employees and Instructional Materials Article 1 Prohibited Acts Section 78900-78907.

To translate this legalese into English, your responsibilities are to:

• Follow the course document of record.
• Provide instruction in accordance with established curriculum and course outlines.
• Teach critical thinking. All higher education courses, including basic skills classes, must involve critical thinking, not just memory work.
• Maintain appropriate standards of professional conduct and ethics.
• Maintain current knowledge in the subject matter areas.
• Fulfill professional responsibilities of a part-time/temporary faculty member.
• Teach all scheduled classes.
• Maintain accurate records.
• Maintain confidentiality of student records.

In addition to what you must do, the Ed Code spells out what you can’t do. This includes taking money for use of published materials and using published materials without acquiring appropriate permissions.

Regarding evaluation, Section 87663 of the Ed Code states: “Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters, or once every nine regular quarters, as applicable.”

What Other Info May You Need?

If you checked many items on the Reality Checklist, you may feel as if you need more information from your college to better help your students succeed. Sometimes getting the textbook, the keys to the classroom, the name of the course you have been assigned to teach and maybe a map of the campus just isn’t enough. The information you may need is as varied as the total number of adjunct faculty in the state. Here’s a list of items that other adjunct faculty have found useful. Warning: some of this is utterly obvious,
but you may not be surprised to learn that some adjuncts have had to walk into the classroom and begin teaching without receiving some of this information from the college that has hired them.

- Course outline
- Course Student Learning Outcomes (SLO’s)
- Course prerequisites
- Course post requisites
- Campus map
- College catalog
- Course description
- Campus copy protocol
- Desk copy of the textbook assigned to the class
- Academic calendar detailing holidays and final exam dates
- Your campus email address
- Your campus phone number
- Your campus mail box location
- Class rosters
- Office supply location

The good news is that in this day and age much of the above list is available online at the college web site. The remaining items most likely can be obtained from the department office support staff.

A word about pre and post requisites: as you are surely aware, many basic skills courses are part of a sequence. It’s as important for you to know what students should be able to do when they enter your course and what they will be expected to do in the next one as it is for you to understand the specific requirements of your particular class. Many departments have spent hours trying to align the classes so that the skills build. You may have not been able to attend those meetings or were hired after this work was completed, so you may not be fully aware of how your course fits in to the whole. The course outlines of the pre and post classes should also be made available to you, but this does not always happen. If it hasn’t, find out where you can get them.

Another note about those pesky SLOs: Since colleges across the state are in the process of writing SLOs and designing methods to assess them, with various schools at different stages of the process, you need to find out what is expected of faculty at each of the institutions where you teach. The processes will probably differ from college to college. If you would like to know more about SLOs and how they can be assessed in basic skills courses, take a look at Chapter 15 in this handbook.

The appendix of this chapter contains information on what’s included in a course outline if you need it.

**Adjunct Survivor Tips: Getting Organized**

As an adjunct instructor, this is crucial. If you are a freeway flyer, teaching at more than one institution and without an office or place where you can store things, organization is the key to a sane life. It is probably the one thing that has saved countless adjuncts over the years. Here are a few suggestions:
• Designate a location for each assigned class whether it be a box, bag, or corner of a room. Having one location for materials concerning each class will simplify the semester.

• If teaching at multiple campuses, using one plastic tub (with a lid) for each campus will help sort and simplify all of the paperwork involved.

• One adjunct we know favors a craft bag on wheels. She writes, “It has all those handy elastics for my pens, a zipper for my scissors, rulers and stapler and two big sections – one for each class. This bag goes to each class with me so all the assignments being turned in go in the appropriate folder. Having one place to put my papers helps in getting work completed on time, eliminates wasted time searching for student work and focuses time on getting the papers graded. Organization takes some thought and maybe a little planning, but saves headaches in the long run. Now supply whatever you use with writing implements and any office supplies you want to have in the classroom. My craft bag even has a mini stapler and pencil sharpener.”

• For organizing the paperwork, buy several colors of file folders and a binder for each class.

• In the binder, use dividers for the calendar, grade book, lesson plans, hand outs and syllabus. You may want to add another section headed TO DO with a pocket folder and lined notebook to keep track of your to-do list. Having a pouch in the binder for pens is convenient. A stack of sticky notes and 3 x 5 cards come in handy.

• Organize the designated area (tub, trunk, craft bag or location) using colored folders. Sometimes it helps to use one color per class.

• If most of your work is done on the computer, consider using a USB drive that goes everywhere with you. It can contain folders for each of your classes with the handouts, tests and anything else that you need.

• Another adjunct suggests this organizing technique: “Early in the semester (usually the first test – week 2) each student is assigned a number. This number is their secret number. For the rest of the semester, as a grade and attendance sheets go through the class, they will look at their scores and mark their attendance using their secret number. It simplifies recording my grades and gives them a random identifier. Each assignment being turned in has their name and number in the upper right hand corner so entering scores is simplified.”

• Contact your book rep. One instructor wrote, “This has proved to be a wealth of support for my students. In addition to the text book, there are often videos, test generators, PowerPoint presentations and online resources available. Several of the textbooks I’ve used in the past have provided supplemental video tapes that I put on reserve at the library for student use. My students then have an opportunity to view the classroom material at their own pace from a different perspective watching other instructors discussing the textbook topics.”

• Organize your students! Many of our basic skills students lack the organizational and study skills for successful completion of college level work. This handbook contains some materials that might be helpful. Chapter 5 contains a Student Success Checklist. Chapter 8 has a Time Management Grid that can be used to lead a discussion on the time requirements of a class.
Teaching Strategies

This handbook contains a wealth of material about teaching strategies for basic skills students. Check out the various discipline chapters to see what other faculty across the state are doing in your particular area. In addition, you may find it very valuable to read Chapter 5: Effective Practices for All Disciplines for cutting edge research on neuroscience, learning styles and metacognition. It contains specific materials and activities that have been proven to help basic skills students achieve more success. All of us, regardless of discipline, need to learn how to teach more actively and to ask students to reflect on their own learning. Research has shown that these two techniques vastly improve the success of basic skills students. Chapter 5 details both the research and the specific successful strategies.

You probably have successful strategies of your own that you can add to either Chapter 5 or the specific discipline chapters. The Academic Senate of the California Community Colleges is collecting effective practices and will host them on a website at Basic Skills Initiative http://www.cccbsi.org . One of our goals is to include at least one program, strategy, and/or project from each California community college. Complete the survey at the link listed below so you can share what you are doing so well in your own classroom. The survey link is: http://www.surveymonkey.com/s.aspx?sm=WHXjyzLZpIh3JVm0zMUBKw_3d_3d

And here’s a really fun resource for you. Have a look at this link for professional training: http://www.league.org/gettingresults/web. The lessons it contains on active learning and student engagement are short but may be readily applicable in your classroom.

Finally, the appendix to this chapter contains information on syllabus writing and lesson plans, if you would find it helpful.

Use Professional Organizations to Keep Up To Date

One of the best ways to keep abreast of new teaching strategies and research in your field is through professional organizations. Across the state there are numerous professional organizations available to ALL community college instructors. Since the definition of a basic skills student is one who “lacks the foundational skills in reading, writing, math, English as a Second Language (ESL) necessary to succeed in college-level work,” the professional organizations related to those subjects are included. The mission statement for each of the organizations is taken from their website. The sites also provide further information on their goals and conferences. For funding to attend a conference, check with the division dean and/or the professional development office on your campus.

English Council of California Two-Year Colleges (ECCTYC)
URL: http://ecctyc.org/
The purpose of ECCTYC is to advance English teaching and learning in the two-year college by providing opportunities for the exchange of discipline information, promoting professional interaction and growth among its members, and articulating concerns of the discipline to professional and policy-making groups.
To support these goals, ECCTYC publishes the journal *inside english*, sponsors statewide conferences, holds annual statewide meetings of English department chairs, and represents two-year college English teachers’ concerns in state and national issues affecting the English discipline.

California Teachers of English to Speakers of Other Languages
URL: [http://www.catesol.org/](http://www.catesol.org/)
CATESOL’s mission is to promote excellence in education for English language learners and a high quality professional environment for their teachers. CATESOL represents teachers of English language learners throughout California and Nevada, at all levels and in all learning environments. CATESOL strives to:
- improve teacher preparation and provide opportunities which further professional expertise
- promote sound, research-based education policy and practices
- increase awareness of the strengths and needs of English language learners
- promote appreciation of diverse linguistic and cultural backgrounds.

California Mathematics Council Community Colleges (CMC³)
The California Mathematics Council Community Colleges (CMC³) was founded in 1973 to provide a forum through which Community College mathematics faculty in Northern and Central California shall express themselves professionally at a local, state and national level and to support mathematical activity by students and faculty.

California Mathematics Council Community Colleges South CMC³-S
URL: [http://cmc3s.org/index.htm](http://cmc3s.org/index.htm)
The California Mathematics Council, Community Colleges - South is a non-profit, education association. The objectives of the association are the following:
1. To encourage the development of effective mathematics programs;
2. To provide a collective voice for community college faculty in the interest of mathematics education;
3. To affiliate with other groups and organizations also directed toward the improvement of mathematics instruction;
4. To hold regular conferences, meetings and/or forums;
5. To communicate information related to the special interests of two year college mathematics instruction in California.

For an overview of the College Governance System visit:
[http://www.4faculty.org/includes/119r1.jsp](http://www.4faculty.org/includes/119r1.jsp)

Foundation for California Community Colleges
URL: [http://www.foundationccc.org/](http://www.foundationccc.org/)
The Foundation for California Community Colleges is a unique non-profit organization that benefits, supports, and enhances California’s Community Colleges—the largest higher education system in the nation. As the sole official auxiliary organization partnering with the California Community Colleges Board of Governors and System Office, we develop programs and services that save millions of dollars for colleges and students, promote excellence in education, and provide valuable learning opportunities for students throughout the state. We also support the system.
through special initiatives, statewide awards, and direct donations to the colleges and the Network of California Community College Foundations.

The Foundation for California Community Colleges (FCCC) supports an array of software programs, designed to benefit educational institutions, faculty, staff, and students at California Community Colleges and across the nation. They offer reduced prices on software by visiting:

**Northern California College Reading Association (NCCRA)**

URL:  http://nccrareading.org/

The objectives of this association are as follows:
1. To exchange ideas and techniques with regard to college reading and study skills programs in the areas of a. Course content and methods, b. Diagnosis of student reading and study skills problems, c. Evaluation and effectiveness of the programs, and d. State and national issues
2. To encourage the adoption of specific qualifications and standards for college teachers of reading and study skills.
3. To develop stronger liaison between community colleges and four-year colleges.
4. To develop stronger liaison with other reading and study skills associations.
5. To provide a mechanism for professional networking.

**A Final Word**

If you have read the statistics on the lack of success/completion of our basic skills students (see Chapter 1), you know that it is up to us to make changes to assist them. If we do not, as Yogi Berra says, "It's like deja vu all over again."
Appendix
Chapter 17 Supporting Adjunct Faculty

Appendix A: Course Outline Information
Appendix B: Course Syllabus Information
Appendix C: Lesson Plan Information
Appendix A
Course Outline Information

Each college formulates course outlines differently, but here is a partial list of what the course outline will detail:

- Date Revised:
- Title 5 Credit Status
- Course Name/Number
- Division:
- Course Title
- Units
- Weekly Hours Configuration
- Grading Method
- Method Of Instruction
- Basic Skills Status
- Materials Fee:
- Course Prerequisite
- Catalog Description
- Schedule Description
- Course Classification e.g. Liberal Arts/AA, Community Course, Remedial, Occupational Required, Remedial, Occupational Elective
- Course Transfer e.g. Non-Transfer/Non-AA,Transfer CSU, Non-Transfer AA
- Course Content And Scope/Topic Outline:
- Instructional Objectives:
- Method Of Student Evaluation:
- Instructional Methodologies:
- Writing Assignments/Proficiency Demonstration:
- Repeatability:
- Educational Materials:
- Curriculum Prerequisite, Corequisite And Advisory On Recommended Preparation

Some colleges are listing the student learning outcomes for the course in the Course Outlines and others have chosen not to do so. Some have them attached as an addendum to the outline, but are not part of the outline of record.
Appendix B
Course Syllabus Information

…experts say that when things go wrong in the classroom, fuzzy expectations are almost always to blame. Some teaching experts applaud the thoroughness as a coup for student learning. The comprehensive syllabus, they say, simultaneously protects the professor and prepares students for the demands of the course.³ (Wasley, 2008)

The syllabus is one way to communicate the course goals with the students. While we’re sure that you have a syllabus on hand, here are two websites for quick click and type Syllabus Templates:


If updating a syllabus is on the agenda, here is a list of syllabus components to consider:

Course Information
Instructor Contact Information
Course Description
Course Objectives
Course Requirements
Assignments
Course Policies
Grading, Evaluation
Texts
Required Materials
Course Calendar
Classroom Conduct
Study Tips/Learning Resources
Academic Honesty Statement

Appendix C
Lesson Plan Information

Preparing a lesson plan helps organize not only the subject material but also the method of instruction to accommodate the various learning styles. Here is a website for a click and fill in Lesson Plan Template: http://office.microsoft.com/en-us/templates/TC010184001033.aspx?pid=CT102530631033

Possible Lesson Plan Components:

- Objective
- Simulations, Tools, Data, Illustrations, and Images
- Procedure
- Assessment/Evaluation
- Extensions and Homework Assignments
- Connections
- References
- Required Materials:
- Step-By-Step Procedures:
- Plan For Independent Practice:
- Closure (Reflect Anticipatory Set):
More on Basic Skills Coordinators: Sustaining the Architect

Imagine constructing a building with no coordination. If the framing crew did not communicate with the team laying the floor, the walls might be crooked or the entire house out of plumb. If the folks hammering away on the roost joists worked on their own, not consulting with the people installing the windows and doors just below them, someone could be hurt or the building might leak. Though each crew might do excellent work completing their specific job with technical proficiency, the ultimate outcome could be a mess, a leaning Tower of Pisa. Overall failure of the rickety structure would be evident to anyone walking in the door. Basic skills students see their college career as a seamless construction, the erection of the building that houses their academic dreams. From Admissions and Records to Registration to Financial Aid to Counseling to the classroom – they are not concerned with each individual department’s excellence, but rather the alignment of these disparate parts of their educational experience, working together to create a stairway to the top floor, their pathway to success.

As we stated in the introduction, the single greatest problem with developmental education for many colleges is the lack of a focused, and systematic effort. (Effective practices A.1-3 in Basic Skills as a Foundation for Student Success in California Community Colleges, 2007). Though many sectors of a institution do excellent work with basic skills students, unless those labors are coordinated, the students’ overall experience may be disjointed or unsuccessful. Often, programs that have shown documented success only work with a small cohort of students and are housed in odd pockets of a college. How can we build a structure that provides pathways to the top for all basic skills students? How can we coordinate the efforts of everyone on a campus? The ASCCC feels that this work falls squarely on the shoulders of faculty, those who are given primary responsibility for student services, curriculum and programs.

For many colleges, the creation of a faculty Basic Skills Coordinator is the solution to integrate and drive the services and courses they provide for basic skills students. The ASCCC paper A Survey of Effective Practices in Basic Skills (2003) examined two specific colleges with very different coordinated approaches. “One of the few centralized basic skills programs is found at Contra Costa College. This institution maintains an Academic Skills department with the same status as other academic departments. Headed by a coordinator with 60% reassigned time, this department includes basic reading, writing, and math. It includes four full-time faculty who specialize in basic skills in these three disciplines. In addition, this department is part of the Resources for Student Services and Success division, which includes library services and counseling, an organizational scheme that facilitates a close working relationship among these instructional and support services.”
“Los Medanos College employs a very effective decentralized but highly coordinated model, which has proven very effective. At Los Medanos, the Teaching and Learning Center Advisory Committee includes representatives from all disciplines and services that contribute to basic skills instruction: math, English, ESL, counseling, tutoring, and the Reading and Writing Center. Also represented are people representing general education, occupational education, college administration, and students. Chaired by the Teaching and Learning Center Director (a 50% reassigned time position), this group, working in concert with the Office of Instructional Research, provides comprehensive and systematic evaluations of all aspects of the developmental education program.”

These two models represent very different ways to coordinate and organize the basic skills effort with the other campus components. Recently, the ASCCC conducted a survey to collect further information on how colleges are coordinating basic skills efforts and the role of basic skills coordinators. In February of 2008, information was collected from 39 different California community colleges following two years of categorical basic skills funding. We learned that, characteristic of our unique and diverse California community college system, many other models existed. This chapter provides information, about how some California community colleges have attempted to coordinate the basic skills.

Characteristics of Basic Skills Coordinators in California Community Colleges

Of the 39 colleges that responded to the survey, 20 of those colleges have a position designated as a Basic Skills Coordinator. Most of these Basic Skills Coordinator positions are held by faculty. Sierra College has a fully reassigned (100%) faculty coordinator. Shasta College, on the other hand, has a 100% assigned administrator, and Citrus College has a Student Success Committee with a faculty chair, but a coordinator who is an administrator.

Let’s look at some of the demographics of our existing Basic Skills coordinators which represent approximately 50% of the colleges that responded. Many of the coordinator positions are the direct result of the basic skills funding provided by the state within the last two years. This means that the coordinators are new to their positions. Only a very few colleges have experienced coordinators with years under their belt, such as Los Medanos College and Citrus College who have had coordinators for 5-6 years. Los Medanos has a shared position with Mathematics and English faculty co-chairs. The tables below show the comparable length of service, term length, compensation and means of funding the position among the respondents. The majority of the coordinator positions have an undetermined length of service. Comments on the survey made it clear that this task is not something that can be accomplished in addition to a full-time load. In fact, many of the comments from the survey indicated that the coordination, depending upon how the college defined and organized the responsibilities, required careful analysis. (Several open-ended responses are included after the tables.) In many cases, the position was created in direct response to the recommendations in Basic Skills as a Foundation for Student Success in California Community Colleges, 2007) and only as a result of the basic skills funding provided by the legislature.

Length of time people have served as Basic Skills Coordinators

<table>
<thead>
<tr>
<th>Length of time as Basic Skills Coordinator</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Semester</td>
<td>7</td>
</tr>
<tr>
<td>1 semester- 1 ½ years</td>
<td>7</td>
</tr>
<tr>
<td>2-4 years</td>
<td>3</td>
</tr>
<tr>
<td>5-6 years</td>
<td>2</td>
</tr>
<tr>
<td>unknown</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Current Term Length for Coordinators

<table>
<thead>
<tr>
<th>1 semester</th>
<th>1 year</th>
<th>1 ½ years</th>
<th>2 years</th>
<th>Permanent position</th>
<th>Undefined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

Compensation and Position of Coordinator

<table>
<thead>
<tr>
<th>Compensation</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reassigned time</td>
<td>faculty positions often added to other duties</td>
</tr>
<tr>
<td>Stipend 2 @ $1500 per semester</td>
<td>faculty</td>
</tr>
<tr>
<td>Overload (unspecified amount)</td>
<td>faculty</td>
</tr>
<tr>
<td>Less than 25% reassigned</td>
<td>faculty</td>
</tr>
<tr>
<td>25% reassigned</td>
<td>faculty</td>
</tr>
<tr>
<td>25-50%</td>
<td>faculty</td>
</tr>
<tr>
<td>40%</td>
<td>faculty</td>
</tr>
<tr>
<td>50%</td>
<td>faculty</td>
</tr>
<tr>
<td>50-75%</td>
<td>faculty</td>
</tr>
<tr>
<td>100%</td>
<td>One faculty</td>
</tr>
<tr>
<td>Positions but no known information about it</td>
<td>One administrator</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

The majority of these Basic Skills Coordinators are faculty positions. Some are defined as the chair of Student Success Committees; others act in a department chair role for Academic Development departments. Cabrillo gave the faculty member who serves 50% reassign time for working with basic skills, but that particular faculty member also serves as the Writing Center Director. The Sierra College model has a faculty member that was 100% reassigned but she has a very broad scope of
responsibility as the department chair, coordinator of academic foundations, director of the tutoring center and coordinator of campus-wide efforts to integrate basic skills. Only Los Medanos College has institutionalized the funding for this coordination and created a permanent co-chair position with faculty from mathematics and English. The college-wide co-coordinators at Los Medanos have shared .50 reassigned time for the past 5 years. But, in addition there have been .50 reassigned time for a Developmental Education "lead" in English and another .50 for a Developmental Education lead in Math. totaling 1.50 reassigned time for Developmental Education leadership.

Colleges who do not have designated Basic Skills Coordinators reported that volunteers have stepped up to the position or have had a previous committee chair responsibility morph or expanded to cover this essential function, but they have had no reassigned time provided even when they absorbed this additional task. For example, Palo Verde added the task to the learning skills center director and Santa Barbara City College added the responsibility to the chair of the Partnership for Student Success Steering committee chair. LA Mission commented that they have no reassigned time and no end date for the position but that faculty have stepped up to do the job because they believe in the importance of the project, and someone has to get it done. Mira Costa had a faculty member 25-50% for one semester who will not return to the position due to the inadequate reassigned time.

<table>
<thead>
<tr>
<th>BSI Grant Funding</th>
<th>Other Grant Funding</th>
<th>General Fund</th>
<th>Unfunded</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Funding for the Basic Skills Coordinator position has come predominately from the state basic skills funding and indicates the importance of this funding in contributing to effective practices.

**How do the Basic Skills Coordinators fund their tasks or who has a budget?**

Fifteen of the 20 coordinators either have oversight, control or input to a budget based upon the Basic Skills categorical funding. Los Medanos has institutionalized a $12,000 budget for the Basic Skills Mathematics co-chair and for the English co-chair annually from the general fund budget.

For some coordinators, the funding was under the umbrella of other efforts, considered upon request, tracked but not available, or reviewed with no real mechanism clear to the college how the money was being spent. It is important to remember that the statewide basic skills funding, provided to all colleges, must be accounted for in the Strategic Plan submitted to the Chancellor’s Office and discussed (with inks to the website) in Chapter 2 of this handbook.

**What do the Basic Skills Coordinator budgets fund?**

For those that had a budget, the following activities were funded. (We have here annotated with the effective practices they relate to in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007)
Professional development for faculty teaching basic skills courses (12)
Student support, such as tutors, labs (10)
curriculum development, redesign or interdisciplinary courses (5)
Additional tutors (3)
Tutor training (2)
instructional materials (2)
professional development travel (1)
reassign for discipline faculty to work on basic skills (1)
additional faculty led writing labs (1)
counseling (1)
funding additional small classes of basic skills that normally would not "make" (1)
supplies (1)
program needs 1
reassigned time for faculty across the campus to organize, report and meet regarding basic skills issues. 1

See SMCCD http://www.smccd.net/accounts/bellr/BSIprogressSpring08.htm in the appendix and also LACCD

How are Basic Skills Coordinators selected for the position?

<table>
<thead>
<tr>
<th>Method of selection</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointed by an Administrator</td>
<td>5</td>
</tr>
<tr>
<td>Appointed by senate</td>
<td>3</td>
</tr>
<tr>
<td>Appointed by Committee</td>
<td>3</td>
</tr>
<tr>
<td>Appointed in conjunction with an administrator and Senate</td>
<td>2</td>
</tr>
<tr>
<td>Morphed from another committee position</td>
<td>2</td>
</tr>
<tr>
<td>Committee chair</td>
<td>1</td>
</tr>
<tr>
<td>Volunteered</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

There is a broad range of options for how Basic Skills Coordinators are selected. The largest number are selected by administrators, though some Senates and Committees are also involved.

What Criteria are used to select them?

The colleges who responded to our survey had diverse answers to this question. Some have very specific job descriptions, but most do not. Detailed job descriptions from Cabrillo College, San Diego Mesa, Solano and Shasta are listed in the Appendix of this chapter. Perhaps Lake Tahoe’s simple sentence reflects the wishes and intent of many colleges who do not have a specific job description or criteria for selection: “Passion for working with basic skills students, experience in this area, and interest & willingness to take on the position.”

More data from the Basic Skills coordinators has been coming in through the survey. Additional information will be added soon.
Appendix Chapter 12
More on Basic Skills Coordinators: Sustaining the Architect

Appendix 1: Cabrillo College Basic Skills Coordinator Job Description
Appendix 2: Solano College Basic Skills Coordinator Job Description
Appendix 3: Administrative Basic Skills Coordinator Position at Shasta College
Appendix 4: San Diego Mesa College Basic Skills Initiative Coordinator
Appendix 1

Cabrillo College Basic Skills Coordinator Job Description

Support to all campus personnel and departments in the service of expanding the instructional services to students who assess into basic skills courses. In addition, she chairs the Basic Skills/Emerging Scholars committee and makes recommendations on behalf of the committee to the Vice President of Instruction. She produces a yearly report of her activities, which she submits to the Office of Instruction.

1. Train or coordinate training for Cabrillo faculty in current trends and effective practices in basic skills education through flex workshops, division and department meetings, and individual sessions to:
   a. Understand and participate in the California State Basic Skills Initiative
   b. Assess and employ current effective practices at Cabrillo, in model programs at other colleges, and via appropriate organizations
   c. Interpret and apply research (both local and external) in planning for basic skills courses and programs
   d. Develop a coordinated action plan for the college (the Emerging Scholars Institute-ESI)

2. Facilitate meetings of the Emerging Scholars Advisory Committee to:
   a. Bring together a range of voices on-campus to advise on the development of the Emerging Scholars Institute
   b. Shape the logistics of the ESI
   c. Create task forces/subcommittees to focus on research processes, site visits and inquiry at other colleges, and distribution of resources.
   d. Inform committee members of changes, new information, and progress towards developing the ESI in accordance with planning at the state and regional levels.

3. Attend conferences and visit other colleges with programs that have goals and strategies that could inform the ESI
   a. Participate in regional conferences sponsored by the Basic Skills Initiative
   b. Participate in conferences hosted by colleges sponsored by relevant bodies working towards improvement in developmental education (such as the one-day event at Laney College Nov. 9th)
   c. Travel to colleges elsewhere in California to observe their coordinated basic skills efforts (such as a first-year experience, learning communities, centralized programs, etc.).

4. In coordination with the Vice President of Instruction and a budget analyst, monitor basic skills money from the state:
   a. Develop a process and forms to request and distribute funds for curriculum and professional development, instructional equipment, etc.
   b. Consult with lab directors and other program chairs to provide in-class tutoring in basic skills classes where appropriate
c. Work with the Planning and Research Office to ensure that accountability measures are observed for expenditures as-needed.

5. Work with faculty to develop learning communities and other experimental approaches to basic skills education and related curriculum:
   a. Advise faculty on the creation of new curriculum and courses
   b. Troubleshoot related issues such as scheduling and advertising new cohorts and communities
   c. Advise faculty on contractual matters related to developing learning communities and communicate new wrinkles to CCFT for future deliberation.

6. In consultation with Research and Planning, coordinate Cabrillo’s self-assessment process and action plan for the Basic Skills Initiative
   a. Communicate with faculty and staff across campus to identify existing strategies and programs at the college
   b. Communicate with student services programs to identify existing support and potential gaps that could be filled via the ESI (such as EOPS, Counseling, Financial Aid, etc.)
   c. Document existing strategies and practices campus-wide
   d. Work with PRO to complete self-assessment documentation for internal use and potential external audit
   e. Fine tune the college action plan for submission to the state in May

7. Participate in campus planning leading up to the establishment of an Emerging Scholars Institute
   a. Attend relevant meetings/consult with the Facilities Planning and Advisory Committee to determine available space for the ESI in Aptos and Watsonville, as well as possible dedicated classroom space.
   b. Consult with grant writing effort to obtain Title V monies for Cabrillo that may serve to establish the ESI
   c. If position is extended beyond 2007-2008, participate in staffing for ESI (determining staffing needs, developing job descriptions, recruiting & hiring).
   d. Coordinate other planning for establishing and equipping the ESI in phases.

8. Archive all campus basic skills activities.
   a. Keep meeting notes for the Emerging Scholars Committee
   b. Archive meetings, self-assessment and other activities on the ESI website.
Appendix 2
Solano College Basic Skills Coordinator Job Description

Basic Skills Coordinator – District Wide Assignment - (40%)

- Plan for Spring Semester projects including evaluation of plan components.
- Coordinate meetings of faculty working on basic skills projects being formulated in Spring 2007.
- Monitor progress of various basic skills projects throughout the semester.
- Evaluate effectiveness of plan components
- If possible, attend one or more conferences or workshops on Basic Skills education. Arrange speakers and/or workshops at Solano College related to Basic Skills instruction.
- Write and/or present a summary and review of findings, conclusions, and Basic Skills education recommendations for Solano College.
- Make recommendations to the Basic Skills Committee and to FABPAC for future expenditure
Appendix 3
Administrative Basic Skills Coordinator Position at Shasta College

Plans, directs, and coordinates the activities and operations of the Basic Skills and Adult Literacy Programs of the District.

- Develops and implements policies, procedures, and processes designed to improve student learning outcomes.
- Works with the faculty to develop programs that assist students to succeed in basic skills classes.
- Directs and coordinates the skill labs in Math, English, and Reading.
- Develops, coordinates, and administers budgets; controls and monitors expenditures in the basic skills areas in conjunction with the Dean.
- In collaboration with the faculty, leads the efforts to develop and monitor student learning outcomes in the basic skills classes and programs.
- Determines staffing needs, and makes appropriate recommendations for the Basic Skills Programs.
- Participates in the selection, training, orientation, and development of faculty and support staff.
- Directs and supervises the work of faculty and support staff in the Basic Skills Programs; reviews, approves, and conducts performance appraisals.
- Participates in a variety of administrative, board, and other meetings; conducts department meetings; works closely with faculty coordinators.
- Participates in professional organizations, and maintains an understanding and working knowledge of current ideas, research, and practices related to the Basic Skills and Adult Literacy Programs.
- Prepares written and oral reports in evaluation of student learning and basic skills.
- Coordinates and maintains computerized records on student progress in achieving goals.
- Performs other duties similar to the above in scope and function as assigned.
Appendix 4

San Diego Mesa College Basic Skills Initiative Coordinator

Reassigned Time Opportunity for Spring 2008
Approved by President’s Cabinet, October 30, 2007

To coordinate the activities of the Basic Skills Initiative, a 40% faculty non-classroom reassigned time position is available for Spring 2008. This position reports to the vice president of instruction. The individual selected will work closely with the Basic Skills Success and Retention Committee, and with lead faculty in English, ESOL, Mathematics and other areas to implement the activities required under this initiative. This individual will also serve on the committee, which meets monthly. A range of disciplines and services are involved in the initiative, therefore, the coordinator will have a major responsibility to communicate broadly and effectively with many individuals and groups, as well as coordinating the preparation of a single final assessment and planning report.

Basic Skills Initiative Coordinator Responsibilities:

Basic Skills Assessment Tool and Action Plans

- Coordinate the preparation of the required BSI assessment and action plans.
  - Present the assessment and plans to the Committee and other participatory governance groups.
- Assist in the preparation of the final report due to be submitted to the state Chancellor’s Office by May 2008.

Department Basic Skills Initiatives
- Assist departments in the implementation of basic skills initiatives such as supplemental tutoring, common assessment techniques, etc.
- As appropriate, align departmental work on student learning outcomes and assessment with departmental basic skills initiatives.

Research

- Serve as liaison between departments engaged in research and the college-based researcher. Communicate research activities to the Committee

Professional Development and Curriculum Training Activities

- Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills professional development training.
- Assist, coordinate and/or lead basic skills faculty development training, conferences, and workshops.
- Assist in coordinating curriculum workshops for Mesa faculty with high school teachers.

Budget

- Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills activities requiring funding.
  - Assist in monitoring funding.
Communication and Reporting

- Communicate progress on basic skills initiative activities regularly (at least twice per semester) to department faculty, the Basic Skills Success and Retention Committee, the Mesa College Academic Senate, the President’s Cabinet, and other groups as appropriate.
- Provide a written report at the end of the semester on the outcomes of activities.

Application Process: This position is open to both full time and adjunct faculty. Letters of interest (maximum of two pages) should be sent to Vice President of Instruction Elizabeth Armstrong at earmstro@sdeccd.edu by 4:00 pm on Friday, November 16, 2007. Letters should address the job responsibilities and requirements described above. A subcommittee of the Basic Skills Success and Retention Committee will review applications and make recommendations to the vice president, who will make the final selection.

The coordinator must see beyond the developmental education efforts, integrating efforts and educating faculty in all other disciplines and vocational courses and services.
Chapter 19

Organizational/Administrative Role in Developmental Education/Basic Skills Programs:
Earthquake-proofing the Structure

Primary Author
Jane Harmon, Kern Community College District (Administrator)

With thanks from contributions from:

Robert Johnstone, Foothill College (Administration)
Carole Bogue-Feinour, California Community Colleges Chancellor’s Office (Administrator)
Juan Cruz California Community Colleges Chancellor’s Office (Administrator)
Chapter 19

Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure

The role of the college administration and its organizational structure in creating a supportive environment where basic skills/developmental education students and programs will flourish is critical. While faculty develop curricular structures, sequences, and pedagogical processes that enable students to succeed educationally, administrators develop the college structures, cross-functional processes, and timing dynamics that enable the work to be developed and accomplished by empowered faculty and staff. More than dispensing the requested funds to projects and programs, one administrator called it “pooling the raindrops” of individual efforts into a flowing stream resulting in organizational change. Others have called it organizing for integration, synergy and sustainability. Finally, as the subtitle to this chapter asserts, the work of administrators also earthquake-proofs new and sometimes fragile existing organizational structures so that they withstand the turmoil of external and internal pressures such as California funding crises and campus-level politics. This chapter is organized into three parts:

- Examples of organizational and administrative effective practices in developmental education/basic skills programs in California community colleges, based on the strategies discussed in *Basic Skills as a Foundation for Success in California Community Colleges* (2007.)
- A chart of current basic skills funds and an explanation of funding categories, and
- Examples of how colleges might compliment the BSI funds with other funds in their budget.
- Implementing the Downstream Cost/Revenue Model

A. Effective Practices

The college sees basic skills students and programs as an institutional priority.

Recognized as a best practice in the literature, this also appears to be a best practice embraced by many California community colleges. Clearly the Academic Senate has played a significant role in fostering this practice, as has the California Community Colleges System Office, significantly through its Goal B: Student Success and Readiness team, chaired by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs. It also appears in the mission statements and strategic goals of many colleges.
At Kern Community College District, the Board of Trustees adopted new Strategic Initiatives in 2006 which listed “Better serving the under-prepared student” as one of the six initiatives for the district. As a result, a district-wide committee began meeting via CCCConfer (to ensure involvement across the district of more than 24,000 square miles) to discuss what was happening on each campus to support the goal. As has occurred at many districts across the state with the categorical funding secured through the Basic Skills Initiative, KCCD has focused new energy on this goal of serving the basic skills student. California community colleges are doing serious seismic retrofitting to ensure that the structure supporting the under-prepared student is earthquake-proof.

**The college shares an overarching philosophy of developmental education/basic skills.**

Administrators can orchestrate individual activities, good practices, and good programs into a more cohesive and effective strategic effort by focusing the college on the significance of, efforts in, research on, and celebration of achievement in basic skills. Framing the message according to the college’s mission and benchmarking its effectiveness puts everyone on the same page rather than at cross-purposes.

Chaffey College is an example of an institution whose structure has been transformed through a transition to an overarching philosophy of recognizing developmental education/basic skills as integral to the college’s mission. In but one manifestation of this shift, the entire structure of learning support has evolved and is now provided through a series of College Success Centers. All tutoring is provided through these centers, which depend heavily on teaching faculty and counseling faculty working together to integrate services to students.

**The college supports a developmental education/basic skills program that is centralized or highly coordinated.**

This particular effective practice may very well be the most controversial; there is strident debate arguing both for and against centralized approaches such as the formation of an integrated “Basic Skills” or “College Skills” department. It does seem that there is nearly universal agreement on the notion that colleges would benefit from a more highly coordinated approach to developmental education. The recent support for and initial forays into creating campus Basic Skills Coordinators (often faculty, occasionally working directly with administrators) suggests the potential for significant future evolution of this idea. (Please see Chapter 18 on Basic Skills Coordinators.)

Some specific examples of such changes are the more deliberately aligned and coordinated approaches built into reorganization of administration at colleges such as College of the Sequoias and reorganization of all committee structures at Irvine Valley. In another increasingly common practice, Las Positas has integrated learning centers with math, English, ESL labs, and tutor certification. Many colleges and districts have revamped their organizational structure to focus on student success, thereby bringing together many of the programs already focused on this goal – EOPS, DSPS, Student Equity, and Retention Committees. At Skyline College, the goals of these committees were integrated during a management retreat to ensure that the college was not working at cross-purpose and that efforts could be strengthened in all arenas.
The college supports institutional policies that, immediately upon matriculation, get students involved in necessary college preparation coursework and support systems.

Currently most California community colleges do not have mandatory orientation, assessment, and placement. However, research supports the value of this requirement and some colleges are looking at mandatory orientation in the form of a required First Year Experience. Santa Barbara City College’s Gateway to Student Success Program, a part of its Partnership for Student Success Program, is an example of a comprehensive first-year program with a proven track record which may serve as a model for other California community colleges as they move toward mandatory assessment, placement, and orientation.

Bakersfield College and Skyline College were both selected to participate in a self-guided year-long study and improvement process for a student's first-year experience. This nation-wide program, called Foundations of Excellence, requires careful follow-up and will again provide valuable information for colleges looking for evidence to support mandatory assessment, placement, and extended first year orientation.

The college supports a high integration of academic and student support services.

Administrators, having a 30,000-foot big picture view of the organization, can map the overall loci of college activities with respect to basic skills whether they are located in specific departments, special programs, committees, equity and student learning outcome efforts, special grants, etc. as a basis for asking key coordination questions and strategically planning for improvement over time. Some specific examples of changes undertaken to integrate academic and student support services in California community colleges are the planned alignment built into the reorganization of administration (College of the Sequoias) and reorganization of all committee structures (Irvine Valley) in order to achieve better coordination of basic skills.

Administrators can guide the “big picture” of coherency and progress by identifying research and asking challenging questions that cut across traditional domains. They can bring to bear additional ideas, research, and strategies from outside the college and note the value of a wider perspective without discounting the internal perspective. They can guide multi-year endeavors and support priorities even without special funding by mixing and matching sources of funding, reallocating for impact, and as is being done at Las Positas College, using project-based management to foster co-authored funding requests. Administrators can help to bring a focus on the entirety of the student experience and thus provide leadership in across the traditional instructional and student service boundaries.

Coastline Community College has been led by a mission statement for over a decade which guides innovation aimed at broader student access and greater student achievement. They have merged their Matriculation Committee, their Student Equity Committee, and their Basic Skills Initiative and created a Student Success Committee. The mission of this committee is:
To provide a shared framework for the discussion, development and implementation of processes and programs that integrates Matriculation, Basic Skills, and Student Equity to optimize and enhance student achievement and success. The Committee will reflect a broad representation from faculty, staff, and students.

Making these changes in the very structure of long-standing programs takes both faculty and administrative leadership. As one administrator stated, “Sometimes you have to jump off cliffs and build wings as you fall.” It is clear, however, that the rewards for students can be great when artificial barriers are broken down.

The college recruits, hires and supports instructional and student service faculty and staff who are enthusiastic about developmental education/basic skills.

At Bakersfield College, questions regarding community college demographics are included in the interviews with candidates for instructional and student service faculty and staff positions. This allows the screening committees an opportunity to see if candidates are aware of the under-prepared student and to gauge their enthusiasm for serving this critical population. For new faculty there is an extended orientation that focuses on student demographics, introduces the new faculty to the range of students they will find in their classroom, and also gives suggestions for dealing with students at various levels of development. In an often overlooked step, faculty additionally receive an introduction to services available for students and how they can assist students in accessing these services.

The college manages faculty and staff expectations regarding developmental education/basic skills.

In an intriguing application of funds, a Title III grant at Napa Valley College focuses on two major activities: Activity One, Strategies for Student Success and Retention, and Activity Two, Teaching and Learning Resource Center for Faculty and Staff. Although there are two strands, there is only one ultimate focus—student success. Activity One approaches student success through improving instruction and supporting services for students by building a solid foundation. Activity Two reinforces that foundation by providing training and professional development for faculty and staff. Technology and curriculum development (student learning outcomes) are inherent in both activities. Columbia College’s Academic Achievement Center also provides support for both faculty and students, recognizing that faculty expectations of basic skills students must be managed in order to ensure that a focus on student success becomes an integral part of all instruction.

The college manages student expectations regarding developmental education/basic skills.

Mt. San Antonio College has developed a comprehensive Summer Bridge Program that serves as a port of entry for under-prepared students. The process begins with Cash for College, a financial aid workshop, a one-stop application, and an assessment. Word of mouth has taken this program to the point where there are 800 applications for 300 available spots for summer 2008. Students get help with their academic skills, are introduced to learning communities, and as one administrator stated, “they conquer their fear before the beginning of the academic year.” They will go into their first year of college knowing what is expected of them to become prepared for college success, knowing
the value of involvement in learning communities, and knowing where to go if they need assistance in anything whether it be student services or instruction-related.

City College of San Diego has developed a First Year Experience program designed to provide students early access to matriculation and remediation which again will help students understand what they need to do to achieve success to their goals. This process can begin in high school thus ensuring that students will have realistic expectations about what their path to success will entail. An Individualized Education Plan will provide students with a written plan that takes them from matriculation and will incorporate all necessary support the under-prepared student will need to succeed and achieve their goals.

The college widely disseminates information on successful developmental education/basic skills, so that everyone is aware and in the loop.

While we did not receive specific examples supporting this practice, we expect that in addition to the number of colleges who have successful and focused communication pathways, we will find that many more colleges will devote some of their energy to more thoroughly disseminating key Basic Skills information and successes as a result of the focus brought by the Basic Skills Initiative. Further, there will certainly be increased scrutiny of developmental education outcomes as a result of such structures as ARCC, increased ACCJC interest in outcomes, and the necessary outcome improvement that will required for continued funding of the BSI. This increased scrutiny should (and more likely, will be required) to be built into campus communication streams to demonstrate an evidence-based feedback loop.

B. Funding the Effective Practices

Present Basic Skills Funding Allocations

An important aspect of the Basic Skills Initiative is that it has been funded by the legislature for the last three years. Many faculty and administrators believe this is the only reason that the community colleges have been able to mount an effort to resolve this growing gap in student success, even though the concern has been present for some time. Below is a simplified table of the funding provided by the legislature, limitations on spending and accountability factors. Included in the Appendix is the original summary e-mail from Juan Cruz at the Chancellor’s office for 20007-2008. In addition the appendix contains the Basic Skills Action Plan template also available at http://www.cccbsi.org/.
<table>
<thead>
<tr>
<th>Funding and year</th>
<th>Are there any limitations on spending?</th>
<th>Accountability</th>
<th>Type of funding</th>
<th>When it must be used by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>There are specific Categories where the funds must be spent (See attached Expenditure Report Form for 2005-06)</td>
<td>1. Overall accountability is the *ARCC section for BS and ESL 2. Expenditure Plans and Budget Expenditure Reports (See Forms CCCCO) *Accountability Report for Community Colleges – ARCC report available at <a href="http://www.cccco.edu">http://www.cccco.edu</a></td>
<td>Categorical/Restricted Funds in the General Fund</td>
<td>June 30, 2009</td>
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<td>2005-2006</td>
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<td></td>
<td>$29,974,000</td>
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<tr>
<td></td>
<td>Base rate per District</td>
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<tr>
<td></td>
<td>$50,000 per Additional funding based on Credit and Noncredit FTES</td>
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<tr>
<td>Phase 2</td>
<td>There are specific Categories where the funds must be spent (See e-mail from CCCCO Expenditure Report Form for 2006-07)</td>
<td>1. Overall accountability is the ARCC section for BS and ESL 2. Expenditure Plans and Budget Expenditure Reports (See Forms CCCCO)</td>
<td>Categorical/Restricted Funds in the General Fund</td>
<td>June 30, 2009</td>
</tr>
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<td>2006-2007</td>
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<td></td>
<td>$33,110,000</td>
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<td></td>
<td>Rate: Based on Credit and Noncredit FTES</td>
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<tr>
<td>Phase 3</td>
<td>There are specific Categories where the funds must be spent (See e-mail from CCCCO Expenditure Plan Form for 2007-08)</td>
<td>1. Overall accountability is the ARCC section for BS and ESL 2. Tied to Basic Skills Action and Expenditure Plans due on May 1, 2008 (See Forms CCCCO)</td>
<td>Categorical/Restricted Funds in the General Fund</td>
<td>June 30, 2010</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>$31,500,000</td>
<td></td>
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<tr>
<td></td>
<td>With a $100,000 per College Base Rate: Based on Credit and Noncredit FTES Professional Development Grant $1.6 Million</td>
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</tr>
</tbody>
</table>

II. More on Funding Categories

The key to how these funds may be used is that they are to be related to the basic skills/ESL student and that they are not to supplant existing resources or programs. That does not mean that you can’t expand best practices already in place; for example, expanding tutoring or learning communities to serve more students is an acceptable use. All three years of funding in the chart above include basically the same categories. On each of the Expenditure Plans or Reports, you will find the category list. The last item on each list is identified as “Other Activities for the Enhancement of Basic Skills” (reworded in the Expenditure Plan for 07-08 funds to say “Other purpose directly
related to the enhancement of basic skills, ESL instruction, and related student programs”). Juan Cruz, Basic Skills/ESL Specialist, and Carole Bogue-Feinour, Vice Chancellor, Academic Affairs, said that you can fund anything that supports basic skills/ESL students. If what you are funding does not have a separate category (for example, research is not specifically listed in the 07-08 Expenditure Plan), you can include that in the other activities category with an explanation of its direct support of basic skills/ESL. So again, the two things to remember are that these funds support/ESL students and that they do not supplant what is already in place at your college.

In addition to the above considerations it is important to note that this funding is categorical and does not impact the 50% law calculations. The money could be used to fund adequate numbers of counselors, tutors, basic skills faculty, or administrators that are above and beyond current efforts (not supplanting existing efforts). However, as with all categorical funding, this requires careful thought and planning regarding contractual agreements and sustainability.

III. Complementary Funding and Support Services

One of the positive things that can be done with the Basic Skills/ESL funds is to find ways to leverage them and other categorical funds serving the same students. Some of these categorical funds are listed below.

EOPS Categorical Program Funds

106 Million
CARE Categorical Program Funds 15 Million
DSPS Categorical Program Funds 110 Million
MATRICULATION Categorical Program Funds
Credit 81 Million
Noncredit 20 Million
CAHSEE Categorical Grant Funds 10 Million
SB 361 Noncredit Enhance Funding
Basic Skills 8.5 Million
ESL 12.7 Million
SB 70 CTE Pathways Initiative
Career Advance Academies 5 Million

As an example of this creative combined funding, Chaffey College’s Success Centers provide tutoring for all students, thus freeing up EOPS and DSPS funds for other purposes. It should also be noted that matriculation includes many services that overlap with BS/ESL categories – research, articulation, student assessment, and staff development. This potentially allows colleges to use funds from both programs together to better meet these goals.

Because there are common elements in both Matriculation and basic skills, orientation, assessment/placement, counseling/advise, coordination, training/staff development, and follow-up, the funds for these programs can be optimized. Though categorical funds cannot be mixed, the integrated structures, processes, curriculum, and activities can be supported by the appropriate credit and noncredit matriculation and basic skills funds.
In addition to these funding sources, private foundations such as the Hewlett Foundation and the Irvine Foundation, have been very helpful in supporting these efforts.

IV. Implementing the Downstream Cost/Revenue Model (coming soon!)
Appendix Chapter 19
Organizational/Administrative Role in Developmental Education/Basic Skills Programs:
Earthquake-proofing the Structure

Appendix 1: Summary information on BS-ESL Categorical Funding
Appendix 2: 2007-08 ESL/Basic Skills Memorandum from Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division
Appendix 3: Action Plan and Expenditure Plan Information
November 2, 2007

Memorandum

TO:  Chief Business Officers  
     Chief Instructional Officers  
     Contact Persons Basic Skills and English as a Second Language Education

FROM:  Juan G. Cruz, Specialist  
        Academic Planning and Development  
        Academic Affairs

SUBJECT:  Summary information on BS-ESL Categorical Funding.

There have been three allocations of Basic Skills (BS) funding to date. The first allocation was the redirection of 2005-06 BS in Fiscal Year 2006-07; the second was an allocation of 2006-07 BS funds at the end of Fiscal Year 2006-07 to be used in Fiscal Year 2007-08; the third is the allocation of 2007-08 BS funds to be used in 2007-08. The following are the particulars on each of the allocations.

   A. $750,000 was used to conduct a review and analysis of the literature ($50,000 contract) and for professional development efforts ($700,000 grant)
   B. Balance of $29,974,000 allocated to colleges with minimum of $50,000 per district to be spent in the following areas or categories:
      a. Research
      b. Curriculum Development
      c. Professional Development
      d. Articulation
      e. Student Academic Assessment
      f. Other Student Needs
      g. Student Counseling
      h. Basic Skills / ESL Tutoring
      i. Instructional Materials
      j. Other Activities for the Enhancement of Basic Skills
   C. Expenditure reports and Dates:
      2. End of Year Expenditure Report July 31, 2007, which includes carry over funds by category into 2007-08
      3. 2005-06 Fund Expenditures will continue to be reported separately:
iii. 2005-06 Midyear Expenditure Report (carryover funds) due January 31, 2009
iv. 2005-06 End of year and Final Expenditure Report (carryover funds) due July 31, 2009

II. 2006-07 basic skills overcap funds allocated at the end of 06-07 academic year on June 29, 2007
A. $33,110,000 million on ESL/basic skills FTES basis
B. Areas of allowed expenditure
   a. Curriculum Development
   b. Course Articulation
   c. Research
   d. Professional Development
   e. Instructional Equipment and Materials
   f. Counseling
   g. Tutoring
   h. Other Activities for the Enhancement of Basic Skills
C. Expenditure Reports and Dates:
   2. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
   3. 2006-07 Fund Expenditures will continue to be reported separately;
      i. 2006-07 Midyear Expenditure Report (carryover funds) due January 31, 2009
      ii. 2006-07 End of Year and Final Expenditure Report (carryover funds) due July 31, 2009

III. 2007-08 basic skills overcap funds allocated at the beginning of the 07-08 academic year on October 29, 2007. This is ongoing funding
A. $1.6 million for professional development efforts ($1,600,000 grant)
B. Balance of $31,500,000 allocated to colleges with minimum of $100,000 per college to be spent in the following areas or categories:
   a. Program and Curriculum Planning and Development
   b. Student Assessment
   c. Advisement and Counseling Services
   d. Supplemental Instruction and Tutoring
   e. Articulation
   f. Instructional Materials and Equipment
   g. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs
C. 2007-08 (only) Action and Expenditure Plans due on or before May 1, 2008
   a. Subsequent Action and Expenditure plans will be due at the beginning of each academic year.
D. Expenditure reports and Dates:
   a. No Midyear Expenditure Report due
   b. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
   c. 2007-08 Funds will continue to be reported separately;
      i. 2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2009
ii. 2007-08 End of Year Expenditure Report (carryover funds) due July 31, 2009
iii. 2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2010
iv. 2007-08 End of Year and Final Expenditure Report (carryover funds) due July 31, 2010

Please be advised that this ongoing allocation will continue in 2008-09 and subsequent years creating expenditure reporting requirements with similar calendar dates. There will be ongoing Mid Year and Ending Year Reporting requirements for all subsequent Basic Skills and ESL categorical funding and carry over funds respectively.

**CONTACT:** If you have any questions or concerns regarding program expenditures, and reporting requirements please contact me at (916) 327-2987 or jcruz@cccco.edu
Cc: Linda Michalowski
Carole Bogue-Feinour
LeBaron Woodyard
Memorandum
October 24, 2007

TO: Chief Executive Officers
    Chief Instructional Officers
    Chief Student Services Officers
    Chief Business Officers

FROM: Carole Bogue-Feinour, Vice Chancellor
      Academic Affairs Division

SUBJECT: 2007-08 ESL/Basic Skills

First and foremost, I want to thank you for submitting the Certifications ensuring participation of all colleges in the self assessment of Basic Skills and ESL effective practices. Second, I would like to take this opportunity to review the required next steps toward completion of action and expenditure plans and to provide you fiscal information on the allocation of 2007-08 Basic Skills-ESL funds.

Please find attached the “Action Plan & Expenditure Plan Information” and updated templates for the plans that are due at the Chancellor’s Office on or before May 1, 2008. Based on college-wide discussions of the review of the literature and effective practices and utilization of the self assessment tool, each college needs to complete an action plan. On the action plan template, the college will provide several five-year long-term goals for ESL/basic skills. The college will then specify 2007-08 planned actions in one or more of the areas of effective practices that it will implement to reach the long-term goals and reference those effective practices in the action plan template. The college should include planned actions that require new funds and those that will not rely on new funds, based on the activities specified in its action plan.

Then, each college needs to complete an expenditure plan. Some of the activities/planned actions will require new funds. Amounts for these activities need to be entered in the categories specified in the expenditure plan template. The categories specified on the expenditure plan template are those designated in Budget Bill (AB 194) language.

On Thursday, October 11, 2007 the Governor signed Assembly Bill 194 incorporating it as Chapter 489 Statutes of Fiscal Year 2007-08. This Assembly Bill included the sum of $33.1 million to be used to support the colleges’ efforts in enhancing ESL and basic skills. Of this total, $1.6 million will be used for professional development efforts and the remaining $31.5 million will be allocated to the colleges. Please find attached a chart indicating the allocations per college. Allocations were based on 2006-07, July 15 “Annual” ESL/Basic Skills FTES and, with the current emphasis on addressing the needs of recent high school graduates, ESL/Basic Skills FTES generated by students 24 years old or younger, with a $100,000 minimum allocation per college.

ACTION/DATE REQUESTED: Please review this information, prepare action and expenditure plans and submit them on or before May 1, 2008 to:
CONTACT: If you have questions regarding this communiqué, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu.

cc: Linda Michalowski
    Erik Skinner
    LeBaron Woodyard
    Juan G. Cruz
Appendix 3
ACTION PLAN AND EXPENDITURE PLAN INFORMATION

Action Plans are to be completed based on the colleges’ self assessment of their practices designed to serve ESL/basic skills students. The self assessment will allow colleges to evaluate their current practices in light of the findings and recommended effective practices for ESL/basic Skills students identified through the review of the literature. The literature review recommends effective practices in four areas: Organizational/Administrative Practices, Program Components, Faculty and Staff Development, and Instructional Practices. These practices are imbedded in the self assessment tool and are included in the document entitled “Basic Skills as a Foundation for Student Success in California Community Colleges” completed by the Center for Student Success. The entire document can be downloaded from: http://www.asccc.org/Events/BSI/Lit_Review_Student_Success.pdf

Based on college-wide discussions of the review of the literature and effective practices and utilization of the self assessment tool, each college needs to complete an Action Plan (See Attachment B). On the Action Plan template, the college will provide several five-year long-term goals for ESL/basic skills. The college will then specify 2007-08 planned actions in one or more of the areas of effective practices to reach the long-term goals, and it will reference those effective practices in that template. In the process, the college should include planned actions that require new funds and those that will not rely on new funds. The college will also identify targeted completion dates and persons responsible for each activity.

Based on the activities specified in its Action Plan, each college will complete an Expenditure Plan (See Attachment C). The categories specified on the Expenditure Plan are those designated in the 2007-08 Budget Bill. The specific categories identified are as follows: program and curriculum planning and development, student assessment, advisement and counseling services, supplemental instructions and tutoring, articulation, instructional materials and equipment and any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. Each college will need to estimate the amount of funds it will use in the categories to support selected activities that require new funds. Note that the college is not required to specify an amount in each category, but it should specify amounts in those categories related to its selected activities/planned actions. The total amount specified should equal the college’s total ESL/basic skills allocation.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@ccccco.edu
## ACTION PLAN TEMPLATE

Long-Term Goals (5 yrs.) for ESL/Basic Skills

### ESL/Basic Skills (Due on or before May 1, 2008)

**Action Plan for 2007-08**

<table>
<thead>
<tr>
<th>Section</th>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Organizational/ Administrative Practices</td>
<td>Example: Initiate a process for institutional review of the mission, goals and objectives of developmental education, with a projected calendar starting date in this academic year.</td>
<td>A.2.3 Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis.</td>
<td>November 30, 2008</td>
</tr>
<tr>
<td>B</td>
<td>Program Components</td>
<td>Example: Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.</td>
<td>B.3.2 Counseling and instruction are integrated into the developmental education program.</td>
<td>February 28, 2008</td>
</tr>
<tr>
<td>C</td>
<td>Faculty and Staff Development</td>
<td>Example: Participate in statewide regional events conducted through $1.6 million allocation and conduct follow up workshops on campus.</td>
<td>C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.</td>
<td>March 30, 2008</td>
</tr>
<tr>
<td>D</td>
<td>Instructional Practices</td>
<td>Example: Refine academic support center program design to include recommended software in reading and to facilitate active learning, study groups, and workshops.</td>
<td>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.</td>
<td>May 30, 2008</td>
</tr>
</tbody>
</table>

______________________________      ___________        ________________________________        ___________
Signature, Chief Executive Officer      Date                    Signature, Academic Senate President      Date
**EXPENDITURE PLAN TEMPLATE**

**ESL/BASIC SKILLS EXPENDITURE PLAN**  
*(Due on or before May 1, 2008)*

District: ________________________________  
College: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2007-08 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program and Curriculum Planning and Development</td>
<td>$</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>$</td>
</tr>
<tr>
<td>Advisement and Counseling Services</td>
<td>$</td>
</tr>
<tr>
<td>Supplemental Instruction and Tutoring</td>
<td>$</td>
</tr>
<tr>
<td>Articulation</td>
<td>$</td>
</tr>
<tr>
<td>Instructional Materials and Equipment</td>
<td>$</td>
</tr>
<tr>
<td>Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

__________________________________________  
Signature, Chief Executive Officer  
President  
Date: __________

__________________________________________  
Signature, Academic Senate  
Date: __________

**COMMENTS** *(please attach additional page, if needed):*

__________________________________________  
__________________________________________  
__________________________________________  
__________________________________________
ACCOUNTABILITY

The $31,500,000 allocated pursuant to the above referenced legislation shall be accounted for as restricted in the General Fund. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts on basic skills, ESL (immigrant education) and student services programs. The revenue shall be recorded as State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College’s Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an expenditure report on forms developed by the System Office. The expenditure report showing all expenditures in 2007-08 will be due on July 31, 2008.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu
Chapter 20

Where to go From Here: Building Maintenance and Expansion

With special thanks to contributors from:

Academic Senate Committee Work on Basic Skills Papers

California Community College Chancellor’s Office for legislative talking points
Where to go From Here: Building Maintenance and Expansion

The key question for any college working to support basic skills students is how to maintain and expand the effort. As the strategies and effective practices documented in this handbook clearly demonstrate, wonderful work is being done throughout the state. But it is usually occurring in small pockets, reaching only a portion of basic skills students. How can we ensure that the programs, pedagogies and strategies listed in this handbook are available for the 70% -85% of our incoming students who have basic skills needs? What can your college do to expand the services it is already providing and institute new programs and strategies? This chapter attempts to provide some suggestions.

First, Take Your Own Temperature
Before thinking about how to expand the efforts at your college, it is important to see where you are in terms of working with Basic Skills students. In Chapter 3 of this handbook, you took an assessment quiz and placed yourself on one of two rubrics. After rolling up your sleeves and working with the handbook, have you changed? Take the assessment quiz again.

Self-Assessment Quiz

General Knowledge about California Community Colleges, Basic Skills Students and Yourself.

A note about answering these questions:
- This is anonymous. Answer honestly; no one is looking.
- This is self-assessment.
- For each question, please select the best answer.

1. Approximately what percent of California Community Colleges students place into one or more basic skills course in reading, writing, ESL or math?
   a. 0%
   b. 25%
   c. 35%
   d. 50%
   e. Over 70%

2. What percent of the students in your class probably require additional pre-collegiate training in order to be successful in college-level course work?
Chapter 20

3. The definition of Basic Skills is: Those foundation skills necessary for students to succeed in college-level work in
   a. Reading
   b. Writing
   c. Math
   d. English as a Second Language (ESL)
   e. Any of the disciplines above as well as learning and study skills

4. How many students who start 3 or more levels below college level actually make it to a college level course?
   a. Less than 10%
   b. 15-30%
   c. Approximately 40%
   d. Over 60%
   e. 80% or more

5. What is the AVERAGE number of hours our CCC students work per week? (as reported by the CCCCCO)
   a. 8 hours/week
   b. 16 hours per week
   c. 24 hours per week
   d. 28 hours per week
   e. 32 hours per week

6. Which of the following is true of basic skills students in California community colleges?
   a. They generally assess uniformly low on placement tests in all areas; reading, writing, math, and ESL
   b. They may assess low on placement tests in one discipline while testing at college-level in other areas (i.e. a college level writer but require additional work in math)
   c. They are easily identifiable in our classes by sex, age or ethnicity.
   d. They usually have learning and study skills necessary to succeed in college-level work.
   e. They are found only in the Community Colleges and are only rarely found at the UC and CSU campuses.

7. Which of the following is true about student success in basic skills?
   a. The success rate in basic skill classes is the same as other college class success rates.
   b. Ethnic diversity has no effect on student success in basic skills.
   c. There are obvious and very different success patterns in basic skills courses based on ethnicity.
   d. Students that take basic skills classes always do better in the college level classes.
   e. The majority of basic skills students complete the entire basic skills class sequence.
8. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   a. 5% - 15%
   b. 15% - 30%
   c. 30% - 45%
   d. 45% - 50%
   e. 50% - 65%

Self-Assessment
   • Answer these questions realistically with regards to your present work.
   • Select the answer that most closely represents your belief and practice.

9. In the courses I teach and/or in the work that I do with students (e.g. as a counselor, librarian, etc.) I consider student learning styles
   a. Irrelevant with no conclusive research.
   b. Possibly significant, but I don’t know much about them.
   c. Valid, but the students should adapt learning styles to teaching styles.
   d. Important, but I don’t know how to incorporate them into my class or work with students.
   e. Essential, I include students learning style analysis opportunities for students and I adapt my work in consideration of various learning styles.

10. I inform students about expectations by:
    a. Referring students to the student expectations in the catalogue or student handbook.
    b. Informally discussing my overall expectations with the students.
    c. Providing clearly documented expectations specific to the situation (e.g. instructions, process handout, syllabus, or rubric).
    d. Describing a wide range of expected student behaviors associated with academic achievement, intellectual and psychosocial development, and personal responsibilities.
    e. All of the above

11. Concerning the design of your course or the way you interact with students in student services, which is most true? (Select the single answer that best represents your practice.)
    a. I have worked hard to create the course organization or student interaction dynamics as it is now and I am satisfied with my work.
    b. I have worked on my interactions with students/course design and attempt to assess its effectiveness, but have been unable to incorporate assessments or any changes.
    c. I regularly reassess my interactions with students/course design, content, and strategies.
    d. I regularly reassess my course content, design and teaching strategies then document and share those changes and the data that led me to make them with my colleagues.
    e. I adopted my course design or student interaction style from a senior faculty member and it has served me well.
12. On a **regular basis**, in my work with students, I **require** them to

| I. Work collaboratively or join a learning community | VI. Communicate with me via e-mail or office visit |
| II. Review and analyze their work | VII. Give oral presentations |
| III. Create projects or products involving multiple components of high level application | VIII. Participate in field trips or observations of current relevant applications |
| IV. Turn in written work | IX. Attend at least one office hour |
| V. Examine complex problems or case studies | X. Become involved in campus or community activities (service learning) |

a. None of the above are required  
b. One of the above is required  
c. A few of the above are required  
d. I require at least 5 of the above  
e. I require all of the above in my work with students

13. In my work with students I  
a. Do not have planned assessments.  
b. Occasionally assess students.  
c. Limit assessments to final summative assessments such as exams or final report.  
d. Assess students frequently, including formative and summative assessment.  
e. Assess students frequently in a variety of different ways (projects, labs, quizzes, case studies), taking into account various learning styles, and authentic to real world tasks that relate to my course material.

14. The feedback I provide students is  
a. Oral only.  
b. Written only.  
c. Either oral or written depending on the situation.  
d. Either oral or written feedback and within hours or a couple of days at most.  
e. Some form of oral or written feedback as quickly as possible and based upon criteria or a rubric with diagnostic and specific information.

15. I consult with colleagues on my work with students  
a. Very infrequently or Never  
b. Occasionally  
c. In department meetings  
d. When accreditation or program review requires dialogue  
e. On a regular and scheduled basis to improve practice

16. I believe that student interactions and classroom instruction should  
a. Allow students the opportunity to express what they know.  
b. Respect diverse talents and ways of learning including potential cultural differences or perspectives.  
c. Emulate real world experiences, not those unique to academic environments.  
d. Consider first what the student needs to learn and be able to do, then second what information or content is essential.  
e. All of the above.
17. With regards to professional development dedicated to student success and basic skills
   a. I do not participate usually
   b. There are very few options on our campus, but I would participate
   c. I participate in some faculty development opportunities on my campus
   d. I participate in faculty development opportunities in venues outside of my campus
   e. I participate in faculty development opportunities on my campus and in other venues
      (such as statewide, national, online or other professional meetings).

18. Which of the following would be most beneficial to increasing student success in your area of
    work?
   a. Principles of learning theory
   b. Specific pedagogical and student service practices
   c. Holistic student development
   d. Culturally responsive teaching theory and practices
   e. Curricular and program alignment strategies

The rubrics below provide another opportunity for self-assessment of our practice based upon important principles of
   good undergraduate education and principles of good practice for student affairs. Both The Principles of Good Practice in
   Undergraduate Education (1987) and The Principles of Good Practice for Student Affairs (1996) have been supported by research on
teaching and learning over the last 50 Year (a summary is available in the Appendix). These rubrics were developed to educate and diagnose areas of potential improvement. They are not evaluation tools or used to justify what you are doing, but rather to stimulate us all to keep learning by identifying a few key areas.

The first rubric addresses work in student services; the second rubric addresses instructional work. Some people will need to complete both rubrics to cover the expanse of their work. Please circle the boxes that truly represent your practice, then place a star in the boxes that represent ways you would like to change your practice.
### Student Services Practitioner Self-Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Sage Practitioner</th>
<th>Engaged Practitioner</th>
<th>Mentor Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Function</td>
<td>I see the core function of my role to serve students.</td>
<td>I see my core function to serve and educate students.</td>
<td>I see my core function to serve and educate students, but also to focus on student learning outcomes.</td>
</tr>
<tr>
<td>2. Active Learning</td>
<td>I see my role in student services as providing necessary information and advice for a student to be successful.</td>
<td>I see my role in student services as providing information, advice, and leading the student to make a good decision.</td>
<td>I see my role in student services as providing learning opportunities so that the student can discover information, know when and where to seek advice, and think critically about decisions.</td>
</tr>
<tr>
<td>3. Values and Ethical Standards</td>
<td>I do not feel I should participate in ethics and value discussions; this is the purview of the dean of students.</td>
<td>I feel the ethics and values discussions are covered well in the student handbook and I address them if a student asks.</td>
<td>I emphasize that college is a learning community with values and ethics meaningful for all of life and I model these for students.</td>
</tr>
<tr>
<td>4. Expectations for Student Learning</td>
<td>I want students to be aware of campus learning expectations.</td>
<td>I regularly communicate the high expectations our campus has described in the student handbook or catalogue and mission statement.</td>
<td>I communicate and hold students to high learning expectations by checking in with them and discussing not only our college expectations, but also the student’s own personal expectations.</td>
</tr>
<tr>
<td>5. Perception about Learning Styles</td>
<td>I have heard about learning styles, but am unclear how to incorporate them into my student interactions.</td>
<td>I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about strategies</td>
<td>I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.</td>
</tr>
<tr>
<td>6. Systematic Inquiry to Improve</td>
<td>I get evaluated regularly and know how well I do my job.</td>
<td>My work is indirectly assessed through the student satisfaction survey we do periodically.</td>
<td>I regularly assess my work, including student input, and then dialogue with colleagues about results in order to improve.</td>
</tr>
</tbody>
</table>

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2 Principles of Good Practice for Student Affairs National Association of Student Personnel Administrators. [http://www.naspa.org/resources/principles.cfm](http://www.naspa.org/resources/principles.cfm) 1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009 · phone: (202) 265-7500 · fax: (202) 797-1157
<table>
<thead>
<tr>
<th>7. Student Interactions</th>
<th>When talking with students I listen carefully and answer their questions.</th>
<th>In addition to listening carefully and answering questions, I also refer students to the appropriate academic support services.</th>
<th>I listen carefully, answer questions, and refer students to academic support services, while helping students consider learning, academic, and personal goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Achieving the Institutional Mission and Outcomes</td>
<td>I am very concerned with students but I am not sure how larger institutional goals are reflected in my work.</td>
<td>I have read the institutional mission and found it interesting or helpful. I am concerned about helping students meet the institutional learning outcomes.</td>
<td>I try to translate policy, such as our institutional mission, into a reality in student lives. I stay current on research and effective practices in human development and learning theory to help my students meet learning outcomes.</td>
</tr>
<tr>
<td>9. Interaction with other Student Services and Instructional Faculty</td>
<td>I don’t see the advantage of discussing my work with others.</td>
<td>I meet with colleagues occasionally to discuss my work activities and inform other departments about pertinent information.</td>
<td>I regularly share things I am learning and new strategies or learning research with colleagues. I make an effort to forge educational partnerships with colleagues across the campus</td>
</tr>
<tr>
<td>10. Faculty Perception of Multicultural Students</td>
<td>I understand that many of my students are from diverse backgrounds with different ways of understanding the material.</td>
<td>I understand that I may need to alter my style to communicate effectively with students from different cultural backgrounds.</td>
<td>I have identified some of the different cultural backgrounds and perspectives among our students. I try to create an inclusive and appreciative learning environment with this in mind.</td>
</tr>
<tr>
<td>11. Building Community</td>
<td>I identify myself with the department in which I work.</td>
<td>I have created a few connections with people from other departments, when it has served the student’s needs.</td>
<td>I cultivate supportive communities that connect faculty, students and student services colleagues.</td>
</tr>
<tr>
<td>12. Commitment to Staff Development</td>
<td>I occasionally attend professional development activities and conferences.</td>
<td>I attend professional development activities and conferences and bring information back to share with fellow faculty</td>
<td>I present ideas and research at conferences and campus professional development activities</td>
</tr>
</tbody>
</table>

This rubric was designed based upon the *Principles of Good Practice for Student Affairs* (1996) jointly created by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) with additional principles from the American Association for Higher Education (AAHE), *Nine Principles of Good Practice for Assessing Student Learning* (AAHE, 1998). The *Principles of Good Practice for Student Affairs* are available online with inventories relating to each practice at [http://www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm).

Proceed on to the rubric for instructional faculty and tutors.
### Instructional Faculty Self-Assessment Rubric

<table>
<thead>
<tr>
<th>1. Faculty Perception about Learners</th>
<th>Sage Teacher</th>
<th>Engaged Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have heard about learning styles, but am unclear how to incorporate them into my teaching.</td>
<td>I understand that students learn differently and have various talents. I want to know more and have spoken with colleagues about teaching strategies</td>
<td>I understand that people learn in different ways and have various talents they use to succeed in college. I believe students need diverse opportunities to show what they have learned and should continue to grow in the way they learn.</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Course Design and Documented Student Expectations | I provide statements of course expectations in my syllabus and other course documents and review them the first week of class. | I provide statements of course expectations in my syllabus and other course documents and I attempt to clarify and make them attainable to the students. | I have communicated and documented high expectations for every student in my courses. I try to ensure that the students understand them and can meet them. |

| 3. Course Organization | I have worked very hard to get my courses organized and I am satisfied with the way they are. | I assess my own teaching, but have difficulty changing my course organization. | I constantly assess my own teaching and make frequent changes to my course organization to reflect student needs. |

| 4. Faculty Feedback | I provide feedback to the students, but the demands of my course content prohibit in depth discussion. | I offer relevant and instructive feedback, but it is difficult to provide it and help students to make appropriate adjustments. | I provide concise, timely and instructive feedback that affords students opportunities to make appropriate adjustments. |

| 5. Faculty Assessment Practices | I provide three or fewer assessments AND these assessments are of one variety (only exams, for example). | I use limited varieties of assessments but I provide feedback that enables them to succeed better on subsequent assessments. | I assess students frequently and in a variety of ways [projects, labs, quizzes, case studies, Classroom Assessment Techniques (CATs), exams, etc.] |

| 6. Assessment Alignment | My assessments are not aligned with the course outcomes. | My assessments are aligned with the course outcomes, but results are not used to make adjustments to my teaching or course design. | I follow a clear cycle in the classroom of teaching, and assessing, then dialoguing about results with colleagues, to make adjustments to the course design and delivery. |

<p>| 7. Student Interactions Outside of Class | When talking with my students during office hours, I listen carefully and answer their questions about course subjects and materials. | In addition to listening carefully and answering questions about course subjects and materials, I also refer students to academic support services. | I listen carefully, answer course subject questions, and refer students to academic support services, as well as, consider learning needs, academic goals, and personal goals. |</p>
<table>
<thead>
<tr>
<th>Chapter 20</th>
<th>Sage Teacher</th>
<th>Engaged Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Faculty Interaction with other faculty</td>
<td>I don’t see the advantage of discussing assessment techniques or results with colleagues. And I am too busy to examine outside learning research material.</td>
<td>I meet with colleagues occasionally to discuss classroom activities. I read learning research that is sent directly to me.</td>
<td>I regularly share assessment results and new teaching strategies with colleagues. I make an effort to stay current on new learning research.</td>
</tr>
<tr>
<td>9. Student Meta-cognition (Thinking about Learning)</td>
<td>I believe this is the responsibility of other departments (first-year experience courses, academic development, counseling, etc.).</td>
<td>My students take assessments to become aware of their learning.</td>
<td>I regularly challenge my student to think about their own learning and provide assessment and guidance to help them understand some of the new learning theories.</td>
</tr>
<tr>
<td>10. Faculty Perception of Multicultural Students</td>
<td>I understand that many of my students are from diverse backgrounds with different ways of understanding the material.</td>
<td>I understand that I may need to create new assignments or methods of teaching my course material in order to communicate effectively students from different cultural backgrounds.</td>
<td>I have identified some of the different cultural backgrounds and perspectives among our students. I try to create an inclusive and appreciative learning environment with this in mind.</td>
</tr>
<tr>
<td>11. Linkage to the Institution</td>
<td>I am very concerned with my own students but I am not sure what resources are available and how to connect them with campuses services, events, and activities.</td>
<td>I sometimes mention services, events or activities on campus that students might find interesting or helpful.</td>
<td>I actively send students to campus services, events and activities and/or create opportunities through class projects or activities.</td>
</tr>
<tr>
<td>12. Connection and Integration with Student Services</td>
<td>I can name the services available to help students at my college.</td>
<td>I know the student services available for students and often send them for help to specific services (tutoring, supplemental education, etc).</td>
<td>I have regular communication with faculty and staff in student services and instruction. I see the important connection between instruction and student services and actively facilitate student use of available services.</td>
</tr>
<tr>
<td>13. Faculty commitment to staff development</td>
<td>I occasionally attend professional development activities and conferences.</td>
<td>I attend professional development activities and conferences and bring information back to share with fellow faculty</td>
<td>I present ideas and research at conferences and campus professional development activities.</td>
</tr>
</tbody>
</table>
This rubric was designed based upon the *Seven Principles for Good Practice in Undergraduate Education* developed through “50 years of research on how teachers teach and students learn” (Chickering and Gamson, 1987 p.4) and on the American Association for Higher Education (AAHE) *Nine Principles of Good Practice for Assessing Student Learning* (AAHE, 1998). Both can be found in the appendix in further detail.

**A word about the rubric titles:**

As higher education faculty, we have been trained as content experts. Sage teachers deeply embrace this fact, understanding and contributing to their field and believing that this is essential to all disciplines. **Sage faculty and practitioners** are skilled in their area of expertise, generally focusing on content and organizing their course and student interactions around that material. Though probably interested in active learning, they feel so rushed to cover the content in their courses and don’t know how to incorporate the techniques, leaving them like a building plan sitting on the shelf that they will never find the time to construct. Most of us have been overly concerned about delivering content which may or may not be adequately absorbed and digested by our students, just walk into almost any class the week before finals as we attempt to cover everything left!

**Engaged faculty and practitioners** are those faculty who incorporate active learning with their content delivery. A good metaphor for their teaching is like a television building show, demonstrating measurements, ways to approach a project and explaining about the best quality materials. Obviously, this will impact the amount of content covered. A teacher can only “show” so many how-to projects, but viewers may be more likely to reproduce them on their own.

Finally, the **Mentor faculty and practitioners** represent faculty who coach other faculty in research validated good practices. This includes handing over the building plan and materials so new faculty can learn and contribute. In the classroom and student services, mentors have passed on the architectural drawings, demonstrated important things, but the lesson is not over until the faculty member or student service practitioner can see what the student is actually able to do.

All three of these types of faculty or practitioners are good at what they do but have different strengths and values. It’s important to know where you are now, as you set off to learn about what methods and approaches are most effective for basic skills students and where you might grow. No matter whether you’re a sage, engaged or coach faculty member or practitioner, this handbook is full of strategies that will help you to do this work.

Did you see any difference in your answers and your thoughts about your role on campus? Note any changes in the box below.
As a next step, take a look at the goals for using this handbook that you noted in Chapter 3. Were they met? Have they changed? Note any differences in the box below.

Exploring College Goals

We hope that you’ve found a strategy, program or approach to working with Basic Skills students that you would like to bring back to your college. Use the form below to explore how you might do that in more detail. This may be more effective if you can work with a team from your school.

First, describe the strategy in the box below.

Strategy:

Next, brainstorm how it might work on your campus by answering the questions in the form below:
What strategy or strategies do you see most needed at your college based upon your ARCC and Student Equity data?

Strategy
Selected:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What resources (human, facilities, funds, etc.) will you need to carry out and sustain the strategy over time?</td>
<td></td>
</tr>
<tr>
<td>2. How many students would this strategy need to serve in order to meet the Basic Skills needs of your college? How will you make this happen?</td>
<td></td>
</tr>
<tr>
<td>3. What types of staff development will you need?</td>
<td></td>
</tr>
<tr>
<td>4. How will you assess the effectiveness of the strategy?</td>
<td></td>
</tr>
</tbody>
</table>
Second Potential **Strategy Selected:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>What resources (human, facilities, funds, etc.) will you need to carry out and sustain</strong></td>
</tr>
<tr>
<td></td>
<td><strong>the strategy over time?</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>How many students would this strategy need to serve in order to meet the Basic Skills</strong></td>
</tr>
<tr>
<td></td>
<td><strong>needs of your college? How will you make this happen?</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>What types of staff development will you need?</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>How will you assess the effectiveness of the strategy?</strong></td>
</tr>
</tbody>
</table>
Finally, explore how you might work with entire campus to make this strategy come alive at your school. 

*Outcome: Incorporate buy in at the college, integration into student equity and action plan, sensitivity to Socioeconomic Status and Culture, and integration of student support services and instruction.*

**Selected Strategy:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Plans</th>
<th>Estimated cost or resources to do this</th>
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</thead>
<tbody>
<tr>
<td>1. How will you recruit Basic Skills champions you’re your strategies at all levels (administrators, faculty, staff, students) on your campus?</td>
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<tr>
<td>2. How will this strategy create systemic change on your campus and allow you to supplement rather than supplant your existing efforts?</td>
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<tr>
<td>3. How will you integrate student services and instruction when you implement this strategy?</td>
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<tr>
<td>Question</td>
<td>Plans</td>
<td>Estimated cost or resources to do this</td>
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<tr>
<td>4. How will this strategy result in a positive cultural shift on your campus?</td>
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<td>5. How does this strategy advance your current Basic Skills Action Plan?</td>
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<tr>
<td>6. How does this strategy advance your student equity plan goals and potentially improve your ARCC outcomes?</td>
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<tr>
<td>7. What other data do you need, or questions should you ask, to implement the strategy and to assess its effectiveness?</td>
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</tr>
<tr>
<td>8. What else would you need to consider to successfully implement your strategy? And/or What are your next steps?</td>
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</tbody>
</table>
Professional Development

Before exploring your next steps to bring this strategy to your campus, consider using Staff Development as a vehicle. Basic Skills as a Foundation for Student Success in California Community Colleges identifies comprehensive staff development as one of four essential strands to strengthen basic skills. However, the review also notes that the evidence for the effectiveness of professional development both in terms of professional learning and subsequent effect on student learning is thin. This may be because professional development has an uneven history in community colleges. For almost a decade, the California state legislature allocated millions of dollars annually to the colleges for professional development programs as a result of AB 1725 (1988), but those funds were cut during the difficult budget times of the late 1990s. The rationale for the cuts included a lack of evidence that professional development programs made any difference for student progress and success at the colleges. Professional development funds were most often used for a wide range of one-time workshops, speakers or conferences that may or may not be directly related to the educational work of the institution.

In attempting to establish a connection between professional development and student learning, it’s necessary to look beyond higher education research to the K-12 literature, which has a growing pool of studies that demonstrate that a particular approach to professional development (as opposed to professional development in general) is directly connected to improvements in student learning over time. When professional development is ongoing, is directly linked to the curriculum and instruction, and is undertaken collaboratively and collegially, it makes a difference. In other words, when professional development is integrated into the educational work of the institution, and is defined as part of the professional responsibility of teachers, professional learning is connected to student learning and, ultimately, to student success.

Here are some types of professional development currently being used to expand faculty learning on working with basic skills students. All of them are faculty directed collaborative experiences that may expand your view of what professional development at the community colleges can be.

Evidence Process activities: The Evidence Process engages faculty from a range of disciplines teaching to collaborate in assessing student work using protocols developed to allow for a thorough and systematic examination of a piece of student work. The protocols were developed by Interdisciplinary experts and are based on an empirical understanding of the cognitive and social dimensions of interdisciplinary work; the protocols also serve as practical tools to guide quality interdisciplinary learning. The student work examined comes from students engaged in learning communities, where faculty researchers can study the development of interdisciplinary understanding. Faculty members engage in collaborative discussions about authentic assessments of student learning. Cerritos College uses the Evidence Process to support faculty development with faculty teaching in learning communities, many of whom teach basic skills classes. Faculty members report the process to be very intellectually engaging and beneficial in helping them to develop integrated assignments supporting deep, interdisciplinary learning. The revised assignments often reflect an enhanced understanding of the holistic nature of learners and the inseparability of learning and identity.

Scholarship of Teaching and Learning/Faculty Inquiry Group collaborations: The Scholarship of Teaching and Learning (SoTL) refers to the deliberate and systematic “process of studying and researching
student learning, opening this work to critical review, and then sharing ideas” learned through this form of inquiry with a broader professional community. The focus on assessment central to SoTL helps faculty appreciate assessment as part of a thoughtful inquiry into student learning. “A community of practice is created for faculty who wish to explore teaching and learning and study their craft in a collaborative environment of supportive colleagues.” Often these professional communities include a broad cross section of faculty, both from instruction and support services. Community college faculty members, while committed to teaching, have little time for “the reflective practice and scholarly research that sustains and energizes teaching and learning. Rarely do these faculty members have the opportunity to benefit from peer review which can often seem burdensome instead of beneficial.” By engaging in a collaborative SoTL environment, however, a supportive community of practice is built.

At Pasadena City College a faculty inquiry project, “How Jay got his Groove Back and made Math Meaningful,” engaged a team of faculty researchers studying teaching and learning of pre-algebra students. Curriculum, pedagogy, and assessments were modified to better reflect meaningful Student learning outcomes for the course. Findings from the project included: a more student-centered classroom; a shift in focus from teacher to learner; more discussion about teaching and learning among math faculty; and an increase in retention and success rates.

**Collaborative Lesson Study:** Lesson study is a process in which a small group of teachers collaboratively plans, teaches, observes, revises and reports results on a single class lesson. The teachers are often from the same discipline, but interdisciplinary groups, including counselors, can provide a variety of insightful perspectives. A "lesson" is a teaching and learning episode that usually takes place in a single class period. A lesson is carefully planned to address one or more student learning goals. The lesson plan describes not only what the teacher might say or do, but also how students are likely to respond to the lesson activities. As an object of study, a lesson offers a manageable "unit of analysis," one that reveals the richness and complexity of actual classroom practice. There are four major purposes that motivate lesson study: 1) To better understand how students learn what you teach; 2) To create usable products for other teachers in your field; 3) To improve teaching through systematic, collaborative inquiry; and 4) To build a pedagogical knowledge base in which teachers can benefit from one another’s knowledge of teaching. Teachers work through the following steps:

- **Form a Team** – Three to six faculty with similar teaching interests are identified.
- **Develop Student Learning Goals** - Team members discuss what they would like students to learn as a result of the lesson.
- **Plan the Research Lesson** -- Teachers design a lesson to achieve the learning goals, anticipating how students will respond.
- **Gather Evidence of Student Learning** -- One team member teaches the lesson while others observe, collecting evidence of student learning.
- **Analyze Evidence of Learning** -- The team discusses the results and assesses progress made toward learning goals.
- **Repeat the Process** - The group revises the lesson, repeating steps 2-5 as necessary, and

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6 ibid
7 ibid
Los Medanos math faculty engaged in a Lesson Study for its Elementary Algebra course and identified very concrete instructional changes to improve student learning outcomes in communications, problem solving, and multiple representations. Faculty also developed an action plan to implement improvements and continued assessments.

Identifying and Assessing Institutional SLOs: Staff from across the institution, including both instructional and counseling faculty, administration and support staff collaborate in identifying intended Institutional Learning Outcomes: the skills, knowledge and understandings that students should have attained from attending their institution. Institutional learning outcomes are overarching, cumulative and relatively few in nature. For some colleges, assessment of these outcomes engages the campus community in first identifying evidence of student learning outcomes within “capstone” courses and from relevant service and activity areas. At others, evidence is taken from any course where the outcome can be demonstrated by an embedded course assignment. Faculty members, both instructional and counseling, collaborate together in assessing and interpreting evidence of student learning. Although there is not hard evidence, it has been observed that, through this collaboration, faculty gain a more integrated comprehensive sense of what students have learned and become as a result of attending their institution. As faculty collaborate they gain a greater understanding of and value for a diversity of instructional and student development perspectives. This, in turn, informs their practice, be it teaching or counseling; the educational enterprise becomes more attentive to holistic outcomes.

The College of San Mateo has implemented Institution level student learning outcomes across campus in the areas of effective communication, quantitative skills, critical thinking, social awareness and diversity, and ethical responsibility. Faculty from both instruction and student support services are mapping their courses and services to these outcomes and assessing the Institutional level learning outcomes in their respective courses and services. For more information, see http://www.collegeofsanmateo.edu/SLOAC/sl_sloac.htm.

Would any of the above activities be an appropriate way to explore the strategy of working with basic skills students that you want to bring to your campus? Use the box below to brainstorm how any of these forms of professional development might work for you.
Role of the Academic Senate

The Senate paper, *The State of Basic Skills Instruction in California Community Colleges (April 2000)*, describes the role that local Senates should play in improving the success of basic skills students. The Senate can be a powerful ally in any work you would like to do with basic skills. The paper recommends that:

- Local senates should lead their faculty and administration to view basic skills instruction as central to the community college mission.
- Local senates should study the basic skills programs in their colleges and support basic skills instructors and program leaders by:
  a. Recognizing basic skills students’ particular needs for programs that include a personalized approach and supporting smaller class sizes;
  b. Urging administration to provide adequate ongoing funding for basic skills programs;
  c. Working with counseling faculty and matriculation officers to ensure that all assessment of incoming students includes consideration of valid multiple measures and effective counseling and advising;
  d. Reviewing course content to assure that it is aligned with results of placement information;
  e. Supporting the hiring of faculty who are not only discipline experts but who are also committed to basic skills learners;
  f. Acknowledging the importance of quality reading instruction to all areas of the curriculum and supporting the allocation of optimum conditions for reading instruction, including adequate classroom space and equipment to provide an environment conducive to learning;
  g. Advocating for specific research geared toward identifying methods to help basic skills students to receive appropriate placement, and to increase their retention and success rates; and
  h. Providing faculty development opportunities to inform all faculty about needs and methods of instruction best suited to basic skills students.
- Local senates should lead the college to take a more global approach to the instruction of basic skills students so that faculty from all areas participate in an Across-the-Curriculum approach to basic skills learners. Successful approaches involve student services faculty as well as faculty from all disciplines, teaching both general as well as vocational education. As with successful transfer efforts, serving basic skills students needs to be an institutional commitment.

In the ASCCC paper, *Issues in Basic Skills Assessment and Placement in the California Community Colleges* (2004), the additional recommendations were made with regard to assessing student in basic skills:

1. Resources: Adequate resources must be provided to colleges to perform validation of assessment tests and prerequisites. In addition to funding for research staff, this includes support for the process of test validation and establishment of cut scores.
2. Writing Assessment: Appropriate assessment of writing ability needs to be implemented because one of the requirements for college-level study is the ability to communicate effectively in writing. Adequate resources need to be provided to permit such assessment.
3. Technical Assistance: The Academic Senate and the Chancellor’s Office should provide technical assistance to colleges whose assessment processes are inadequate according to their own reporting.

4. Orientation: High school students who complete language and mathematics requirements for graduation often find themselves placed in pre-college-level work after undergoing assessment at a community college. Colleges can do little to affect the preparation received in high schools. However, they can work to encourage entering students to address their English and mathematics needs right from the start. Orientation should address the importance of basic skills, ESL, and mathematics preparation.

5. Counseling: Adequate counseling resources need to be provided to further encourage underprepared students to enroll in coursework that will ultimately lead to their success in college-level work.

6. Common Definitions: A clear understanding of “college-level” work needs to be shared among all segments of higher education. The Academic Senate should work with its higher education partners in clarifying what constitutes “college-level” and “pre-collegiate” work and expectations for students entering higher education.

7. Availability of Data: Current MIS data collection concerning assessment and matriculation fails to provide important information for the review of the success of basic skills programs. The Academic Senate should work with the Chancellor’s Office to identify additional types of data that need to be collected with regards to basic skills programs and student success in these programs.

8. Placement Assessment Coordination: Urban area colleges in close proximity to one another may consider opening discussions on how to discourage such placement/assessment strategies as “college shopping” and “assessment shopping.”

Has your college implemented any of these recommendations? What role might your local Senate play in helping you to implement the strategy that you would like to use for increasing basic skills students’ success? Use the box below to jot down your thoughts.
Don’t forget that in developing your strategies you have many resources designed especially for California Community Colleges.

The Literature Review: Basic Skills as a Foundation for Student Success in California Community Colleges (sometimes referred to as the “Poppy Copy” because of the color of its cover) builds on the work in Basic Skills Initiative Phase I that provided research of effective practices in developmental education. The first of its kind, this research provided a comprehensive report on effective practices in the United States. Over 1,600 administrators, faculty, and staff participated in training about this research last year under Phase II of the Initiative. We highly suggest you become familiar with this document. You can download a copy at:

A follow-up to the literature review is currently under development. This version will focus on equity/diversity strategies (in general and, specifically, for African-American and Latina/Latino students), high school to community college transition, and noncredit to credit basic skills courses.

Summary Brochure: In an effort to provide a quick summary of the comprehensive review conducted in Phase I of this Initiative, the project developed a brochure. The brochure represents a synthesis of the findings in Basic Skills as a Foundation for Student Success in the California Community Colleges, which was circulated statewide. This brochure is very useful in providing detailed information in a brief format. You can download a copy to share with media, local legislators, or campus groups from our website at: http://www.cccbsi.org/Websites/basicskills/Images/Basicskills_booklet-2.pdf.

The Regular BSI Newsletter: As mentioned above, the third phase is an aggressive project to improve basic skills instruction on California Community Colleges. The newsletter about the progress of the Basic Skills Initiative: Student Success Continuum provides you with a brief summary of the Initiative. You can download a copy to distribute to the media or other constituents from our website at: http://www.cccbsi.org/Websites/basicskills/Images/BSI-Newsletter.pdf.

Remember that we are assembling a database of Local Effective Strategies and Programs. You can submit your great ideas through the survey at http://www.surveymonkey.com/s.aspx?sm=WHXjfzLZpIh3JVM0zMUBKw_3d_3d

And you will be able to search these innovative and effective strategies at http://www.cccbsi.org.

We believe that many California community colleges have practices that are effective in improving the ability of basic skills students to succeed. We highly suggest that you begin to seek out programs on your own campus to highlight. We have found that the connection of legislators to their own community is very effective in advocating the need for more funding is. In an effort to help you find these local programs, we plan to communicate with your administrators, faculty, and staff asking them to share with you these effective practices. It is our hope that as they feed you this information, you will share their good work with the local media and legislators in your area. The next pages include some talking points for local, statewide and federal legislators.
Talking Points about the Basic Skills Initiative  
From the California Community College Chancellor’s Office  

Student Success -- Basic Skills Initiative Messages (Legislation)

○ The Student Success-Basic Skills Initiative recently signed by Governor Schwarzenegger as part of AB 194 redirects $33.1 million in the state’s community college budget to ESL and Basic Skills improvement. In addition to significant professional development, colleges are examining ways to fund increased student success through incorporation of tutors, new instructional materials and software and, various effective practices and curriculum improvements in the areas of ESL and Basic Skills.

○ $1.6 million, provided through AB 194, was distributed as a grant from the System Office dedicated to critical faculty and staff development to improve curriculum, instruction, student services and program practices in the areas of ELS and basic skills.

Student Success -- Basic Skills Initiative Messages (General)

○ The Student Success-Basic Skills Initiative goal is to increase student success rates among academically under-prepared community college students in the areas of mathematics, reading, writing and ESL.

○ Basic skills education programs provide the foundation for success in academic pursuits and career technical education that will enable the community colleges to contribute significantly to California’s economic health.

○ Basic skills education is the first step on the track in academic achievements in community college, preparation for career technical education and success in the workforce, and transfer to four-year institutions.

○ The Student Success-Basic Skills Initiative addresses the ever-increasing population of students who need assistance in basic skills education to succeed in college and the workplace.

Basic Skills Initiative Messages (Funding)

○ Well-funded Student Success-Basic Skills Initiative efforts are critical to assist those underprepared for college-level work, the majority of incoming students, in achieving success in college course work.

○ With the dramatic increase of underprepared students in our colleges, an ongoing investment in basic skills programs and continued professional development is needed to help students succeed academically and professionally.

Basic Skills Initiative Messages (Program)

○ Through the professional development grant, continued statewide training and support are provided to address the professional needs of community college administrators, faculty, and staff in the effective practices that will serve incoming students, the majority of whom need one/more courses in ESL or Basic Skills.
Through the professional development grant a collaborative effort among all 109 community colleges was initiated in this state to share effective practices, exchange teaching strategies, and utilize a self-assessment tool – a critical first-step for colleges to examine their ESL and Basic Skills instructional programs.

**Economy/Workforce Messages**

- With demand on the rise for an educated workforce in California, basic skills education provides the opportunity to dramatically increase workforce preparedness and availability. The demand also is for higher levels of knowledge and skills than in the past while simultaneously the levels of incoming students has dropped.

- More than ever, California community colleges are seeing dramatic increases in under-prepared students in basic skills. In a time when the state's economic engine is in desperate need for an educated and well-prepared workforce, it is vital to focus our efforts on basic skills that lead to success in career technical education and success in the workplace.

***Additional Checklists for legislative contacts and sample letter for newspapers provided by the CCC Chancellor’s Office are in the Appendix.

**Next Steps**

Well, surely you knew that this question was coming. What are the concrete steps you need to take to bring this strategy to your college? Use this page to make a list. And continue learning. The last pages contain resources with proven strategies. Remember, if we do not wisely change the course of Basic Skills in California, we will not be serving our students and the health of California. Its economy and its global leadership will markedly decline.

1.
2.
3.
4.
5.
6.
7.
Resources for your further study.


Academic Senate for California Community Colleges ASCCC (Fall 2004). *Issues in Basic Skills Assessment and Placement in the California Community Colleges* retrievable at http://www.asccc.org/Publications/Ppr.asp


Faculty Development: A Senate Issue (2000). The Academic Senate for California Community Colleges.


Minnesota Community College System ( ), *Community of Classrooms: A Handbook for Preparing Students for Reading and Writing in College.

1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009
phone: (202) 265-7500 · fax: (202) 797-1157


Chapter 20 Appendix

Where to go from here: Building Maintenance and Expansion

Appendix 1: Communications Packet for the Basic Skills Initiative
Appendix 1
Communications Packet for the Basic Skills Initiative

The following information is available through the California Community College Chancellor’s Office as a Communications Packet for the Basic Skills Initiative

The Do's and Don'ts of Advocacy

- Take one issue at a time and don’t mix issues. Narrowly focus when possible, on one or two of the most important issues at a time. Avoid “laundry lists” and mixed messages. Be selective, set specific objectives and keep it simple.

- Think long term. Effective advocacy is not limited to one meeting. Long-term credibility and rapport takes time and patience.

- Do your homework. Be fully prepared. Have a clear idea of long and short-term effects of Student Success-Basic Skills Initiative from the legislator’s point of view -- particularly if politically risky.

- Know and understand the process. Officials are busy with a variety of demands. Learn the decision-making process and the pressure points of the system. Use that pressure sparingly when you really need it.

- Plan and coordinate the action. Continuity is vital. Advocacy is a long-term commitment.

Key reminders:

- Present the case clearly, concisely, and to the point.
- Bring in credible third-party spokespersons, whenever possible.
- Bring in technical expertise when needed, but don’t cover the same ground repeatedly.

- Avoid classifying or pigeonholing legislators. Don’t assume anything about them or their staff. Legislators often have split ideologies, conservative on some issues and liberal on others.

- Don’t take support for granted. Those who support community colleges on one issue may not support it on another – especially during a major state deficit year where so many special interests are competing for the same slice of the pie.

- Don’t be a pest. Make contacts count. Meetings should have a real purpose and should be held to the minimum needed to get the job done. Your issue is almost never the most important thing on their mind.

- Get to know key support staff. The staff knows the details of key issues in much greater depth, and that’s how you get in the door. Legislators often take their leads from their staffs, and certainly, staff members set up the appointments.

- Develop a key contact program. Credible third parties can present your position effectively via mail, e-mail, or telephone. This method can be overused, but it can also be extremely effective if the third parties already have rapport with a legislator.
Don’t always have your hand out. Keep in touch even when you don’t need help. Officials are looking for opportunities to enhance positive public exposure.

Be aware of political realities. Be aware of local political machinations. Legislators and their staff are often politically ambitious. Within the limits of the law, staff should be alert to opportunities to be of help.

Track and evaluate advocacy efforts. Adjust as needed.

**Capitol Office/District Office Meetings**

Every special interest group attempts to schedule meetings for Sacramento legislative conferences or Capitol/District office meetings with individual legislators. If you get a one-on-one visit with your representative, you must make the most of it. Here are a few guidelines:

- Call the scheduling secretary for an appointment. This is the gatekeeper, who usually fills out a daily calendar in fifteen minute intervals.

- Send a constituent or two. You enhance your chances if you arrange an appointment with your own elected representative.

- Know your legislator’s background on your particular issue, as well as his actual role on at the Capitol, committee involvement, areas of expertise and interest.

- Plan and organize talking points for each meeting attendee before you get to the meeting. Be direct, clear, and brief.

- Always leave something tangible with the legislator: a business card, a list of supporters, an information kit, or a fact sheet.

- Always follow up with a brief thank you note. Once again mention your bill number or agenda.

- Make sure you can fit your message into about five minutes, in case the legislator has an agenda of his or her own.

- Stay focused on your issues. Try to re-direct the conversation if it sways off course. During early capitol visits, in March, legislators tend to be non-committal, especially about budget issues, since budget decisions will not occur until summer. That is why it is important to get your voice heard early.

- District office meetings with local legislators are a good chance to get to know your representative. Be sure to ask the scheduling secretary if the lawmaker would like you to send an information packet in advance or to wait for the meeting.

- You should have one key staff contact at your legislator’s district or capitol office. That way, the legislator can develop a rapport. If you get a favorable news article or picture, send a copy. If a special event is going to take place, invite the legislator and the staffer.

**A Checklist for Legislative Meetings**
Make sure your local college representative is armed with the following information:

- What is the problem? (if there is one)
- How can your goal be met?
- Who opposes or supports these programs and, why?
- How does the political climate affect program funding? What is the likely response by other special interests?
- How much will this cost California? Where will the money come from?
- Who would benefit from these programs?

**Media Relations**

**Media Relations - General**

You cannot expect newspapers and broadcast stations to understand issues related to Student Success: Basic Skills Initiative. It is up to you to educate the reporters, by providing useful information.

- Find a newsworthy angle.
- Provide all the facts and background with your key messages
- Don't forget success stories. They are powerful image-building tools.

Most organizations want their stories covered in the major daily newspapers or on television or network radio, but those outlets generally cater to large, general audiences. Your story may have a better chance in a smaller community-sized outlet. You often get more coverage with many small stories scattered in dozens of local papers in lieu of targeting five major dailies like the *San Francisco Chronicle* and the *Los Angeles Times*. In fact, legislators are heavily influenced by local community papers in the districts they represent. They are lower hanging fruit in terms of media hits and are encouraged as a key target in this effort.

**Contacting the Media**

Through the news media and direct contact with legislators, you can ensure that the voice of CCCSO and local colleges will be heard and understood by key decision makers. This is where the importance of your key messages will be seen.

**Guide to Dealing With the Media**

"We should always tell the press, freely and frankly, anything they could find out in some other way." --Anthony Jay and Jonathan Lynn, BBC2 TV, "Yes", Prime Minister, Jan. 9, 1986.

The media is an important component to a public policy education program, since it is a powerful tool of persuasion and influence. This influence could be particularly helpful in obtaining support for ongoing Student Success-Basic Skills Initiative funding. Letters to the editor, an op-ed, or an endorsement written by the paper's editorial team, that appear in the hometown papers of key decision-makers, speak volumes.
One of the most effective ways to influence public perception of an issue is to gain favorable editorial coverage in targeted statewide newspapers. The local colleges need to identify and target publications in key legislative districts, develop regionalized information kits for these publications and work to schedule editorial board meetings with each targeted newspaper.

For this plan, a small-scale media effort will be designed by piggybacking off of the information developed for the legislative efforts. At minimum, an information kit would be available if a reporter calls or attends a committee hearing to cover Student Success-Basic Skills Initiative issues at the Capitol. Moreover, these materials will assist local colleges in developing relationships with local reporters to encourage feature stories or help ensure you are used as expert sources.

It is said that all politics are local, which makes the media an excellent and powerful vehicle to communicate your key messages. Although a large media outreach program might prove too expensive, you can implement letters to the editor, opinion editorials, and meetings with editorial boards to reach some of the more "difficult" legislators and decision-makers.

**Create a Media Contact List**

Identify local media outlets: Daily and weekly newspapers, radio and television stations, magazines and journals.

- Identify key reporters at these news outlets.
- For newspapers call city and metro desks or track bylines on stories similar to the ones you want.
- For broadcast outlets, correspondence addressed to Radio News Director or Television Station Assignment Editor is sufficient.
- Since turnover is high, consider generic labels, such as Features Editor.

Decide what coverage you need: a listing in "Community Calendar" for an upcoming event or a more sophisticated editorial about an impending issue.

Attached is an initial media database that includes media within our 47 targeted community college areas (See Attachment).

**Media Writing**

Once upon a time, typos and copy reading flaws were caught by editors, but no more. Now, editors will just circular-file your press release. These same guidelines apply to letter writing and fact sheets as well.

The following are some tips for usable press releases:

- How you write is how your organization will be perceived.
- Remember, "A picture is worth a thousand words", especially in a small-town newspaper. Slick magazines and larger, metropolitan newspapers will send their own photographer if your story is newsworthy.
- Always start the first paragraph with a hook.
- Use the "Inverted Pyramid Style" with all important information in the early paragraphs, including: who, what, where, why, when, and how.
o Omit clutter and highly technical words. Use journalese rather than literary language.
o Use the 4-S formula for releases: Short, Simple, Strong, and Specific.
o Accuracy is critical. Research when necessary.
o Re-check names, addresses, telephone numbers, and spelling.

Hints for Your Press Release

o Get acquainted with the reporter or news editor assigned to your field.
o Never insist it be used. Let your story stand on its own merit.
o If a release isn't used it is still valuable to keep them informed on the issue and continue the “drumbeat” on this issue.
o When an interesting story breaks, notify the media immediately.
o Observe newspaper deadlines. Unless it is critical, never call a newspaper office before noon.
o Give papers something besides announcements. Success stories on BSI may work here.
o If you can relate your release to current events, it has a better chance of getting into the paper.
o Be brief and don't editorialize. Just tell the facts, not opinions unless they're quotes or Op Eds.
o Avoid complex words like finalize and implement.
o Newspaper writing is crisp and businesslike. Newsletters are more chatty and informal.
o Include a fact sheet whenever possible.
o Remember, your local colleges are your best resource.
o Think of photo ideas whenever possible. Try to never include more than three people in a picture.
o Quote third-parties whenever possible.

Editorial Board Meetings

Editorial board visits are a media relations must on this issue. Targeted college representatives should look to schedule meetings with their local editorial board. If a meeting is scheduled look to bring in local/credible coalition members to add to your credibility. In addition, bring in a media kit as a leave behind for editorial writers to review.

The following are the necessary steps in editorial board outreach:

o Identify and develop a database to contact your local papers editorial board
o Send them a media kit with a cover letter requesting an in-person or conference call meeting.
o A few days after the media kit is sent, follow up with a call to schedule a meeting/call with their editorial board staff.
o If a meeting is accepted, prepare for the following:
  ▪ Bring in a few coalition members, to showcase your support and broad/diverse reach
  ▪ An opening statement on the purpose of the meeting
  ▪ Collateral materials, i.e. media kit as a leave behind
  ▪ Prepare for Q&A discussion to follow on the merits of Student Success: Basic Skills Initiative
  ▪ Convey not only BSI messages, but also your college influence in the community
• Prepare for about a 30-minute to an hour meeting

**Opinion Editorials**

Aside from paid ads, drafting and placing opinion editorials in targeted local papers is one of few ways to convey all your key messages on Student Success: Basic Skills Initiative, unfiltered. In our sample section below, we have included a general opinion editorial piece that can be used as a template for local targeted colleges to tailor and submit to their local paper on this issue. If placement occurs, CCCSO staff should be notified and sent a copy so the op-ed can be leveraged in Sacramento.

In addition, contact information on who should receive the op-ed to is included in our media database.

**Letters to the Editor**

Similar to opinion editorials, letters to the editor represent another way to convey your messages to key audiences, unfiltered. Letters can be submitted for both proactive and reactive efforts. For this program, we have included a sample letter to the editor that can be locally tailored by targeted colleges and submitted to their local publication.

Contact information on who to submit the letter to the editor is including in our media database.

**Samples**

The following section includes sample materials to be used as templates, they include:

- Sample Opinion Editorial
- Sample Letter to the Editor
- Sample Legislator Letter
- Sample Endorsement/Sign Up Form
- Sample “Success Story” Pitch Letter to Media
SAMPLE OP-ED (400-Word Maximum)

Student Success-Basic Skills Initiative Gives Critical Boost
To Help Students Succeed in College

By <Name>, <Title>
<College or District Name>

Increasingly, students enrolling at <college or district name> need to increase performance levels in ESL and basic skills as the first important step to success in career technical education and academic programs leading to transfer.

Governor Schwarzenegger as part of Assembly Bill 194 redirected funds to support Student Success for Basic Skills students. In 2007-08 more than $30 million was allocated to the community colleges to fund program improvements that may include additional faculty and counselors, tutorial assistance, new software and various instructional strategies.

Efforts being made at the colleges must be sustained and supported strongly both here and throughout the state to help ensure that academically under-prepared community college students reach performance levels in mathematics, reading, writing and ESL required to succeed in college-level work.

Lacking the essential performance levels in ESL and basic skills, many students ultimately may abandon their educational pursuits. In doing so, they will fall short of the lifetime benefits that come with higher education and job preparation, both personally and professionally. California cannot afford to let this happen.

All 109 community colleges in this state, including <college or district name> are engaged in making improvements in how they serve ESL and basic skills students. They are sharing best practices and exchanging teaching strategies to make sure that innovative ideas that work well at one college are available to all in achieving a common goal of improving outcomes for students who need to improve performance in ESL and basic skills. All colleges have utilized a self-assessment tool that helped them evaluate their programs in ESL and basic skills. Subsequent to utilization of this tool, all colleges developed both long term and short term action and expenditure plans, describing the activities they will implement.

There is a strong economic incentive to support the work being done in ESL and basic skills. With demand on the rise for an educated workforce in California, basic skills education provides the opportunity to dramatically increase career preparedness. At a time when the state’s economic
engine desperately needs a well-prepared workforce, it is vital to focus our efforts on preparing students through ESL and basic skills in a way that leads them to career technical education program success.

Our state elected leaders need strong affirmation from civic, business, and education leaders that the Student Success: Basic Skills Students Initiative makes a real difference in the lives of individual students and the community at large.

**SAMPLE PROACTIVE LETTER TO THE EDITOR**

(Maximum 100-150 words)

Letters to the Editor  
<Newspaper Name>  
<address>

To the Editor:

When our elected leaders enacted and initially funded the Student Success: Basic Skills Initiative, California took an assertive step forward to open doors for deserving community college students who needed to increase performance levels in, mathematics, reading, writing and ESL to succeed in achieving their educational objectives.

<College or District name>, in a consortium of all 109 California community colleges, is bringing life to this initiative, which provides more than $30 million for making improvements in ESL and basic skills that include additional faculty and counselors, tutorial assistance, new software and other materials and various instructional strategies. Focus is placed on on-going evaluation of student progress to ensure attainment of learning outcomes.

We must encourage our legislators and the Governor to sustain support for this initiative, which holds real promise in helping students enter the workforce and/or transfer to four-year institutions successfully. These efforts being undertaken make a real difference in the lives of individual students and the community at large.

Sincerely,

<Name>  
>Title
SAMPLE LEGISLATIVE LETTER

The Honorable <Legislator name>
<State Senator or Assembly Member>
State Capitol
Sacramento, CA  95814

Dear <Senator or Assembly Member> <Last name>:

I am writing to you today to urge sustaining support and funding for the Student Success-Basic Skills Initiative enacted as part of AB 194. As you may know, this program is designed to address the fact that rapidly increasing numbers of students enrolling in California’s community colleges need to improve performance levels in ESL and basic skills. Mathematics, reading, writing and ESL capabilities are brought up to college level as the first important step on the path leading to academic achievement in community college, transfer to a four-year college, and readiness for career technical education and workforce.

The state’s investment provides $33.1 million to the community colleges to make improvements in ESL and basic skills that may include additional faculty and counselors, tutorial assistance, new software and other materials and various instructional strategies. Focus is placed on on-going evaluation of student progress to ensure attainment of learning outcomes.

To be sure, this time of major state budget challenges demands difficult choices by our elected leaders. The Student Success-Basic Skills Initiative is one of the wisest investments the state can make in the future of our economy and our communities. To generate the greatest possible value, this initiative is a collaborative effort among all 109 community colleges in this state, including <college or district name>. Our colleges are working to share best practices and we exchange teaching strategies to ensure that innovative ideas that work well at one college are available to all colleges in achieving our common goal of improving outcomes for students.

More than ever, the state’s economic engine desperately needs an educated and well-prepared workforce. It is vital that we focus our efforts on programs like the Student Success-Basic Skills Initiative now and in the future. Much is at stake. We in the community colleges are up to the challenge but we need the continued support of our elected leaders to succeed. Please contact me at <phone number> if I can provide you with more information about our work with this program.

Thank you.

Sincerely,

<Name>
<Title>
Please list me as a public supporter of the **Student Success: Basic Skills Initiative**. This important effort funded by the State of California must be sustained and supported strongly throughout the state to help ensure that academically under-prepared community college students reach performance levels needed to succeed in college level work. Lacking the essential performance levels in ESL and basic skills, many students may ultimately abandon their educational pursuits. In doing so, they will fall short of the lifetime benefits that come with higher education and job preparation, both personally and professionally. California cannot afford to let this happen.

Please select a category:

- [ ] Organization
- [ ] Company
- [ ] Individual
- [ ] Public Agency
- [ ] Other_________

Please complete the following information:

| Company or Organization Name/Employer |
|____________________________________|
| Your Name                           | Title/Occupation               |
|____________________________________|
| Mailing address                    |
|____________________________________|
| City                                | State | Zip | County |
|____________________________________|
| Phone number                        | Fax number | E-mail Address |
|____________________________________|
| Signature (Required)                | Date                                      |
SAMPLE “SUCCESS STORY” PITCH-E-MAIL OR LETTER

Dear <Editor/Reporter Name>:

A new state-funded initiative to help academically under-prepared community college students achieve success in college-level work is showing real signs of success at <college or district name> and we want to tell you more about it.

The number of students enrolling at <college or district name> who need to increase performance levels in English, mathematics, reading, writing and ESL is growing. To help us meet the challenge of preparing these students to succeed in career technical education and transfer programs, the California Community College Chancellor’s Office through the strategic planning process has been working with the Chief Instruction Officers, ??? Student Services Officers and Student Academic Senate in planning and implementing the Student Success: Basic Skill Initiative through the budget in place, funds have been redirected to efforts at the colleges focused on improvements for meeting needs of underprepared students. This funding allows our college and others around the state to provide more training and development for faculty, staff and administrators; instruction and in-class tutors, curriculum improvements and student assessment.

The Student Success-Basic Skills Initiative already is making a real difference in the lives of individual students at <college or district name>. For example <insert local BSI success story>.

The Student Success-Basic Skills Initiative helps these students reach performance levels needed for success in career technical education and academic programs leading to transfer. Moving forward, this important effort must be a high priority for ongoing state funding. Sustaining and supporting Student Success: Basic Skills Initiative, both here and throughout the state, will pay dividends in the form of successful students who ultimately become even more productive contributors to our society and economy.

The Student Success-Basic Skills Initiative is a collaborative effort among all 109 community colleges in this state, including <college or district name>. We work to share best practices and we exchange teaching strategies to make sure that innovative ideas that work well at one college are available to all in achieving our common goal of improving student outcomes. We also develop effective assessment programs, including a self-assessment tool, that help our colleges evaluate their performance in basic skills instruction to demonstrate that that the financial commitment being made is well worth the investment.

Please contact <name and contact number> for more information and to arrange interviews.