Basic Skills Completion: The Key to Student Success in California Community Colleges ~Effective Practices for Faculty, Staff & Administrators

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Spring 2014
BASIC SKILLS COMPLETION

The Key to Student Success in California Community Colleges

Effective Practices for Faculty, Staff and Administrators
http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx

or

http://www.cccco.edu ➔ SYSTEM OPERATIONS ➔ Divisions ➔ Academic Affairs ➔ Basic Skills/English as a Second Language (ESL)
Funders

Team Leaders

Barbara Illowsky, CCCCO
Kathy Molloy, faculty
Pam Deeghan, retired CIO
- 112 Colleges
- 72 Districts
- 2,500,000 Students
Early Progress

- February 2007: “Poppy Copy”
- September 2007: $33.1 million
- December 2007: Workshops
- May 2008: Action plans
- July 2008: Implement action plans
September 2008
Aligning Data Elements

December 2009
Completion of Basic Skills Handbook Coordinator Training

January 2010
Intense Professional Development – 3CSN

June 2010
Major Budget Reductions

July 2012
Begin Development of E-Resource

More Progress
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Basic Skills as a Foundation for Student Success in California Community Colleges

Basic Skills Cohort Tracker

Basic Skills Coordinators


Basic Skills Initiative Leadership Institute

Basic Skills Instruction in Community Colleges: Inside and Outside of Classrooms

The California Acceleration Project

The California Community Colleges’ Success Network (3CSN)

The Course Identification Numbering System
Contextualized Teaching & Learning: A Faculty Primer

Basic Skills Curricular Alignment: CB 21

Effective Practices for Promoting the Transition of High School Students to College

Habits of Mind Project

Noncredit Progress Indicator Task Force, 2010-2012

Promising Practices for Transitioning Students from Adult Education to Postsecondary Education

Reading Apprenticeship Project (RAP)

The Student Success Task Force

Student Support (Re)defined

Student Transcript-Enhanced Placement Project
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Acceleration, Immersion, and Curriculum Redesign

- The Fast Track Program at Chaffey College
- College Success English and Reading Curriculum Redesign at Citrus College
- Personalized Accelerated Learning (PAL) at College of the Canyons
- The Network: A Basic Skills Learning Community at Fresno City College
- Path2Stats (Formerly Statpath) at Los Medanos College
- ESL Alignment at Mendocino College
- The Express to Success Program at Santa Barbara City College
Contextualized Instruction

Career Advancement Academy: College of the Sequoias

El Camino Career Advancement Academy

Programa en Carpinteria Fina at Laney College

Skyline College Career Advancement Academy (CAA)

Spanish-to-English Child Development Associate Teacher's Certificate Program at Southwestern College

First Year Experience Programs

The First-Year Experience Program at College of the Sequoias

Freshman Seminar at Cosumnes River College

First-Year Experience Program at El Camino College

The First Year Pathways Program at Pasadena City College

The Freshman Experience Program at Santa Ana College
Integrating Student Support and Instruction

Opening Doors to Excellence at Chaffey College

Success Centers at Chaffey College

Academic Wellness Educators at Columbia College

Math Performance Success Program at De Anza College

Learning Communities

Learning Communities at Cerritos College

Diop Scholars at Cosumnes River College

Summer Bridge Programs

Math Jam at Pasadena City College

Summer Bridge Programs at Santa Barbara City College
Tutoring and Supplemental Instruction

Critical Academic Skills Workshops at Bakersfield College

The Center for Academic Success at Butte College

Extending the Class (ETC) at Fresno City College

Supplemental Instruction Program at Mt. San Jacinto College

The Partnership for Student Success at Santa Barbara City College
Supporting Organizations

California

Association of Community and Continuing Education

California Association for Developmental Education (CalADE)

The Campaign for College Opportunity

Career Ladders Project (CLP)

Institute for Higher Education Leadership & Policy (IHELP)

Research and Planning Group for California Community Colleges (RP Group)
National Organizations & Projects

Achieving the Dream

Completion by Design

National Association of Developmental Education

Professional Development (out of state): Valencia Community College and Lagoard...
Integrating Student Support and Instruction

From “Promoting Partnerships for Student Success: Lessons from the SSPIRE Initiative” by Evan Weissman, Oscar Cerna, Christian Geckeler, Emily Schneider, Derek V. Price, and Thomas J. Smith,
http://www.mdrc.org/sites/default/files/full_482.pdf

Across the nation, policymakers and educators are rightly concerned about strategies to improve instruction—particularly in developmental English and mathematics courses, where many students struggle to learn basic skills needed for college. But new scholarship suggests that, to be most effective, support for developmental-level learners should not be limited to the classroom. Student support services, such as academic and personal advising, counseling, tutoring, and financial aid, are also critically important for promoting better outcomes for students. The challenge is to integrate these support services with academic instruction. Unfortunately, the very way most community colleges are organized—with student...
Opening Doors to Excellence at Chaffey College

Chaffey College’s Opening Doors to Excellence (ODE) program targets students in their second semester of academic and/or progress probation. After semester grades post, students on second-level probation with a grade point average of 1.0 to 1.99 are identified and sent letters inviting them to go online to schedule an information session about the ODE program. Sessions are led by counselor apprentices, graduate students in master’s degree programs in counseling, where information is shared about the probation and dismissal process and the ODE program. Students are given three options in the session:

- Show evidence that with anticipated grades for the current term they can regain good standing and subsequently waive the program

- Participate in the program and receive immunity from dismissal action for two additional semesters

- Refuse services and follow the process leading toward dismissal after the third consecutive semester on probation.

Ricardo Diaz, Counseling Coordinator

MORE INFORMATION AT http://www.chaffey.edu/counseling/opening_doors/index.shtml
Math Performance Success Program at De Anza College

The Math Performance Success (MPS) program offers students a team approach to success, particularly for those who have had difficulty in previous math courses. Instructors, counselors, and tutor/mentors collaborate to help students complete their mathematics requirements.

Currently MPS offers two sequences of courses. In the first sequence, students take Elementary Algebra in fall, Intermediate Algebra in winter, and a college-transferable math class, Statistics, in spring. In the second sequence, students take Pre-algebra in fall, Elementary Algebra in winter, and Intermediate Algebra in spring. Currently, the college offers three sections of each sequence each year. An additional Math 10 Statistics class is offered in the fall and winter quarters.

MPS students attend class for two hours of instruction five days a week. This instructional time provides both whole class activities as well as collaborative group work, with group work comprising about 50 percent of the instructional time. The instructors collaborate on the course instruction, using a common calendar, similar activities, and common tests. Mentor/tutors are available during the class to assist students who have questions about the material.

The MPS program is evaluated annually by the college’s institutional researcher. The success rates of the program are compared to traditionally formatted math classes as well as other non-MPS intervention math classes. In the 10-year period from 2001 through 2011, the success rates for the math courses offered by the MPS program averaged 24 to 28 percent higher than other math courses.

Herminio Hernando, Counselor and Program Coordinator

MORE INFORMATION AT http://www.deanza.edu/mps/
The Role of Research in Program Assessment

Effective student success initiatives—including efforts to improve basic skills practices—depend on making institutional processes and improvement strategies more integrated and sustainable, with a clear focus on metrics and outcomes. Colleges should develop actionable data that is transparent, meaningful, and reliable, by applying evaluation and assessment techniques, practices, and models that are grounded in good assessment principles and result in evidence that is used to help students succeed.

With data in hand, key stakeholders then engage in discussions about how this actionable research evidence and assessment data can lead to improved program interventions and classroom teaching and learning strategies. These discussions around data must involve not just faculty leaders from within the basic skills disciplines, but also counselors and others from Student Services, as well as faculty in disciplines where students with basic skills needs are taking classes. These stakeholders can make sure that the data around basic skills completion and

b. How are they different from or similar to students who place into college?

2. How do my students with basic skills needs progress through our college’s basic skills sequences?

a. When do they start addressing their basic skills course requirements?

b. Do they continue straight through the course sequences, take breaks in between, or drop out them?

c. Do they complete in a timely manner?

d. How are they performing in other coursework?

e. Where in a course sequence do we see students struggle the most (i.e., where do we lose the most students)?

The answers to these questions lead to an understanding of student enrollment patterns and success. They help start the conversation on what strategies could help more students successfully through the sequences and where and how those strategies can best be employed.
Four core components to evaluation

1. Focusing the evaluation
   Questions: What do you want to know?
   Indicators: How will you know it (evidence)?

2. Designing the evaluation and collecting information
   Methods and Approach: How will you assess effectiveness?
   Sources: What data will collect and how will you collect it?
   Timing and samples: When will you collect the data/evidence and from whom?

3. Analyzing

   Information, interpreting

4. Using the information gained from the evaluation

   To whom, when, and how

Key Questions to Consider When Working with Researchers

NOTE: Asking these Key Questions will lead to a Collaborative Dialogue on Student Success

Goal(s) – What effect do you intend the intervention to have? e.g., Improve students’ success in basic skills courses through ...

Outcomes – What tangible results do you expect to see from students? e.g., Users have higher success rates than non-users; increased rate of success to transfer over time

Intervention – What are the specific actions that involve or engage students? Where and when are the points of contact with students? e.g., One-on-one tutoring, phone calls during 1st three weeks of term

Determine what evidence will help
Tracking student progress through the basic skills sequence to identify interventions

<table>
<thead>
<tr>
<th>Levels Below Transfer</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Levels Below Transfer</td>
<td>1,000</td>
<td>- 35%</td>
</tr>
<tr>
<td>2 Levels Below Transfer</td>
<td>650</td>
<td>- 27%</td>
</tr>
<tr>
<td>1 Level Below Transfer</td>
<td>475</td>
<td>- 16%</td>
</tr>
<tr>
<td>Transfer Level</td>
<td>400</td>
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Profile completers vs non-completers

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<tr>
<th></th>
<th>Continuing</th>
<th>Not Continuing</th>
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<tbody>
<tr>
<td>Cum GPA</td>
<td>2.64</td>
<td>2.03</td>
</tr>
<tr>
<td>Completed SEP</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>On Fin Aid</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Books on First day</td>
<td>91%</td>
<td>63%</td>
</tr>
<tr>
<td>Arriving late to class</td>
<td>15%</td>
<td>28%</td>
</tr>
<tr>
<td>Missed 3+ classes</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Completed homework</td>
<td>88%</td>
<td>41%</td>
</tr>
<tr>
<td>Used Tutoring</td>
<td>36%</td>
<td>24%</td>
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Data are for illustrative purposes only. The graphic illustrates elements of a research project under development within the Contra Costa College District.
Administrator Tool Kit

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How each Section of the Manual is Organized

Part Two – The Student Lifecycle

Stage One of the Student Lifecycle—Readiness for College

Why Readiness for College is Important

The K-12 System

Mechanisms that Help Students Make

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Noncredit-to-credit Transition at MiraCosta College

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Assessment

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Boot camps

Math Jam and Word Jam

MOOCs

Orientation

Financial Aid
Part One – Explanation of the Administrator Tool Kit

The Purpose of the Tool Kit

The purpose of this Tool Kit is to give readers—administrators, faculty, and staff—the administrative perspective regarding basic skills activities and processes. For administrators who are new to various basic skills endeavors, this information will assist them in understanding the steps that need to be followed to make each project work well. For faculty and staff, this manual will provide an understanding of why the implementation of many basic skills projects can take longer than one might anticipate.

The role of the administrator is to provide overall leadership to support basic skills efforts by working with all other administrators, faculty, and staff who are impacted by elements of the program; by identifying issues—large and small—that need to be resolved for the successful implementation of the program; by identifying costs and how those costs will be covered; by identifying and implementing strategies and resources to improve students’ performance; and by ensuring the quality and integrity of the program.

community colleges recognize the needs of students as ever-changing depending upon where students are in their college careers. Hence, this Tool Kit is organized according to what has been described by many as the lifecycle of the student. Many colleges and universities nationwide are accepting this student model as one that is more meaningful as it recognizes that the needs of students vary according to where they are in their college lives. For example, the needs of the entering student are different than those of the student who is graduating.

The Lifecycle of the Student

This guide is divided into three different aspects of the student lifecycle.

Stage One of the Student Lifecycle—Readiness for College

The first part of the student lifecycle is a student’s readiness for college before that student arrives at college. Many programs and levels of support can be afforded to students prior to their entrance to college. The goal of this type of assistance is to help students become successful by being prepared for classes and familiar with all aspects of college life.
Part Two – The Student Lifecycle

Stage One of the Student Lifecycle—Readiness for College

Why Readiness for College Is Important

Due to a downturn in the economy, a high school diploma no longer guarantees students a place in the current job market. The need for a college degree has increased since, in general, a college degree translates to an increase in earning power when compared to a high school diploma. However, significant gaps exist in college readiness and success of students entering a college, and these gaps are even more present among low income and underrepresented students.

According to the California Community Colleges Chancellor’s Office, between 70 to 90 percent of incoming community college students are not proficient in transfer-level math, English, or both, and most students are not ready for college-level work. Additionally, few of these students reach proficiency during their educational careers at a community college. According to the Student Success Task Force, of the students who enter a community college at one level below transfer level in math, only 46.2 percent ever achieve a certificate, degree, or transfer.

- Knowing the data from the local institution regarding college readiness of student cohorts and the persistence and success rate of the students in the basic skills courses
- Being mindful of data differentiation and gaps based on local high school cohorts, race, income level, and ethnicity and knowing the factors affecting college readiness to better respond to such factors
- Garnering resources to implement programming that will address skills gaps and student needs

HELPFUL LINKS:

http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/REPORT_SSTF_FINAL_122911.pdf

http://collegeready.rice.edu/Resources_for_College_Readiness_.aspx

http://collegeready.rice.edu/Programs_for_College_Readiness.aspx


The K-12 System

Mechanisms That Help High School Students Make the Transition to the Community College
Samples of Seamless Curriculum

State Center Community College District—Willow International Center and Clovis West High School English Curriculum Alignment

A curriculum alignment project that began in 2010/11 focused on the English writing skills of incoming students from Clovis West High School to Willow International Center. A primary goal of the project was to revise the 12th grade English curriculum in order to better prepare Clovis West High School students to enter Willow International Center at the college English level. The fundamental problem identified through dialogue with stakeholders across both institutions was that between 69 and 75 percent of all incoming students from Clovis West High School tested in remedial English.

Prior to the initiation of this project, the English curriculum at Clovis West High School allowed 12th grade students to avoid taking a structured composition course. Instead, students had elective options, such as Creative Writing, Bible as Literature, or Contemporary Culture. As the faculty discussed curriculum alignment, they realized that the college English faculty expected students to have received instruction in writing the previous year and college-level writing skills.

Administrator Focus Areas:

- Facilitating productive meetings for curriculum alignment and faculty-to-faculty dialogue with K-12.
- Understanding the current state of EAP and upcoming changes as a result of the Student Success Task Force and Senate Bill 1456 calling for common assessment.
- Keeping Abreast of changes to California Code of Regulations, title 5, section 55522: Assessment.
- Identifying funding for curriculum alignment work, student outreach, teacher training, and research/assessment time.
- Encouraging faculty participation and collaboration with counseling in the alignment of assessment and curriculum.
- Working to avoid classic intersegmental blaming because it is counterproductive and not true.
- Understanding how K-12 Common Core State Standards impacts and improves curriculum alignment work.
Stage Two of the Student Lifecycle—The First 30 Units

Why Goal-setting, Direction, Monitoring, and Supporting the First Year of College Is Important

Research has shown a number of momentum points throughout a student’s progress to a degree are predictors of academic success. Students who commit to a program of study in their first year are more likely to complete a degree, certificate, or transfer to a four-year institution. Moreover, success rates for students who begin their studies in mathematics or English/ESOL at a basic skills level have significantly lower degree, certificate, and/or transfer completion rates. Therefore, the need to ensure that students declare a program of study and have a clear path to follow, particularly in their first year, is essential for academic success. Further, ongoing goal-setting, academic planning, support services, and monitoring of academic progress are crucial in order to help students reach various momentum points and ensure they accomplish their academic goals. The importance of educational planning in a student’s first year

HELPFUL LINKS:

http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf

http://www.csus.edu/ihelp/PDFs/R_Sense_of_Direction.pdf

http://extranet.cccco.edu/Divisions/StudentServices.aspx
College of the Canyons’ Personalized Accelerated Learning (PAL)

College of the Canyons’ Personalized Accelerated Learning (PAL) program is a compression model for math and English classes that are scheduled between five and eight weeks in length. The program is outlined: “Personalized Accelerated Learning (PAL) at College of the Canyons” on page 61.

ADMINISTRATOR FOCUS AREAS:

- Working closely with staff responsible for scheduling in order to allow students to enroll in both short-term classes as a cohort when the second course requires the first as a prerequisite and establishing drop procedures for students who do not pass the first course.

- Developing schedules to accommodate extended instructional blocks in order to have each course run in a short-term format. (At eight weeks per course, the time in class effectively doubles per week.)

- Establishing faculty development where necessary to expand and diversify instructional repertoire to maintain student engagement over extended instructional blocks.

- Recognizing this model does not require new

HELPFUL LINKS:

College of the Canyons Personalized Accelerated Learning page
http://www.canyons.edu/Offices/Distance_Learning/Pal.html

Community College Research Center Developmental Education Structure, Curriculum, and Pedagogy web page
Stage Three of the Student Lifecycle—From 31 to 60 units

Completion of 30 units has been determined to be a significant momentum point in a student’s academic career. Research has shown a strong relationship between completion of credits in the first year and degree/certificate completion, and some believe it to be a demarcation point for higher earnings. Once students enter the last half of their progression toward completing a degree or transfer program, there is a strong likelihood they will complete it. Therefore, colleges need to continue monitoring progress to degree, and intervene as necessary, to keep students on track.

Interventions

Intervention strategies in the second half of a student’s educational pathway are similar to those described in the section of this manual on the first year. Colleges generally continue to monitor progress and follow up with students who are having academic difficulty.

Degree Audits

Colleges begin to conduct degree audits after the completion of certain unit thresholds to make sure that students are taking the courses they need to complete their certificate.

Administrator Focus Areas:

- Tracking student progress during the second phase of their educational journey is essential even if the tracking is via a simple manual system.
- Building the infrastructure for an electronic degree audit system is complex and takes a considerable amount of time.
- Involving counseling faculty in the development of intervention strategies and degree audit systems will ensure effective systems and processes are in place.
- Allocating sufficient resources for a purchasing and implementing an electronic degree audit system is key to its success.

Helpful Links:

http://www.ellucian.com/Solutions/Ellucian-Degree-Works/
Supporting Organizations

Career Ladders Project (CLP)
CLP staff Linda Collins, Kris Palmer, Ada Rodriguez, Alison Nakashima
510.268.0566

The Career Ladders Project (CLP) works to galvanize educators, system leaders, philanthropy, and policymakers around basic skills reforms that make a difference for student achievement. CLP has worked to accomplish the following:

- Mobilize support and marshal evidence for accelerated pedagogies that integrate career technical education, academic, and basic skills instruction.
- Build will to substantially reform developmental education sequences, where disadvantaged students often “get stuck.”
- Improve alignment between high school and college systems.
- Identify a host of strategies that are efficacious for all students, but especially so for addressing the needs of underprepared and diverse youth and adults.

evaluation and through the production of videos that tell the story of the CAAs and CTL in student voice.

- In partnership with the James Irvine Foundation, CLP has worked with colleges statewide in two high-school-to-college transition initiatives: the Concurrent Course Initiative (CCI), which focused on dual enrollment in nine colleges, and the California Community Colleges Linked Learning Initiative (CCCLI) aimed at making significant reforms to the provision of orientation and bridge instruction; academic placement; CTL and embedded basic skills instruction; provision of stackable certificates; and articulation between courses along a clearly mapped pathway.
- The Community College Pathways (CCP) initiative has created faculty networks, including basic skills faculty, to improve outcomes for foster youth in 11 colleges across the state. CLP has worked with CCP colleges to strengthen first-year experience models.

CLP has led or contributed to a range of other programs, such as the Green Challenge Initiative focused on expanding college automotive programs to include certificated hybrid auto repair components.
and expedite program completion as a component of training the unemployed and hard-to-employ.

URL: [http://www.connectedcalifornia.org/direct/files/FORGOTTENJOBS_CA_FINAL.PDF](http://www.connectedcalifornia.org/direct/files/FORGOTTENJOBS_CA_FINAL.PDF)

Title: **California's Forgotten Middle Skill Jobs**

Description: CLP Executive Director Linda Collins served as an advisor to Skills2Compete-California campaign for this report, which urges California to make investments in training its workforce by improving the basic skills of low-skill workers. These investments will require California to address the state’s structural budget issues to ensure sustainability of these investments in the future.


Title: **“Career Advancement Academies: Critical Elements”**

Description: In this two-page document, CAA former evaluator Public/Private Ventures (P/PV) describes five key elements in the success of the CAAs. These critical elements were identified by P/PV during the first two years of the program evaluation. CLP provides technical assistance and policy advocacy for the CAA initiative.

CLP produced videos:

URL: [http://youtu.be/1Ka_aiHKLqg](http://youtu.be/1Ka_aiHKLqg)

Title: **“Bridge to Biotech Program City College of San Francisco”**

Description: This video is a CLP and RP Group collaboration. This two-semester bridge program integrates basic skills math and English with preparation for employment as a biotech lab assistant and/or college-level biotech coursework. The video features students’ perspectives on how contextualization accelerates learning, increases retention, and builds
Questions?

Thanks!