BASIC SKILLS AS A FOUNDATION FOR STUDENT SUCCESS IN CALIFORNIA COMMUNITY COLLEGES

Assessment Tool for Effective Practices in Basic Skills

FEBRUARY 2007

Prepared by a team of researchers, faculty, and administrators of

The Center for Student Success (CSS)
The Research and Planning (RP) Group of the California Community Colleges

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Introduction to the Self-Assessment Tool

*Version for Pilot Testing*
Introduction to the Self-Assessment Tool

The self-assessment tool comprises:

- A matrix of baseline measures which will provide the institution with an initial, quantitative overview of its developmental education programs
- Four broad sections, mirroring the structure of the literature review
- Twenty-six effective practices related to basic skills, as described in the literature review
- Suggested strategies for accomplishing each effective practice, drawn from the literature review
- A series of prompts which assist institutions with evaluating their current relationship to each effective practice.
- A culminating planning matrix for each section which allows an institution to develop a plan for changes, enhancements, or modifications

What is the Purpose of the Self-Assessment?

The purpose of the self-assessment tool is to allow colleges to reflect on how their current practices fit with and reflect the findings from the literature regarding effective practices for basic skills students. The reflection encourages institutions to examine the scope and efficacy of current practices. Based upon this internal review, an institution may determine which augmentations, changes, or new initiatives might be beneficial and plan for how those augmentations, changes, or new initiatives can occur. In addition, the self-assessment can serve as a baseline measure, allowing an institution to identify its practices and priorities as of a particular point in time.

How is the Self-Assessment Related to the Literature Review?

The self-assessment is directly related to the literature review in Part 1. The self-assessment tool consists of four broad sections—organizational and administrative practices, program components, staff development, and instructional practices—which mirror the structure of the literature review. We strongly suggest that participants in the self-assessment process read the literature review prior to beginning the self-assessment. In addition, we suggest that the literature review is frequently consulted during the self-assessment process. Each item in the self-assessment is drawn directly from the literature review, and the literature review describes each item in more detail than is feasible within the self-assessment tool.

Who Should Participate in the Self-Assessment?

The reflection and planning processes should incorporate a variety of college constituents who will need to meet to discuss the various effective practices included in the tool. Open exploration of how various areas of the college can contribute to and improve success rates of developmental students is essential, and these meetings are a crucial venue for an inclusive discovery process.
Responses to the assessment tool should flow directly from these meetings. Each section begins with a list of suggested participants. Upon completion of each section, the college should identify who contributed to that portion of the college’s self-assessment.

**What Information is the College Asked to Provide?**

The self-assessment tool is organized into three distinct components: baseline measures, the self-assessment of effective practices and related strategies, and planning matrices. Prior to or during the inception of its self-assessment, each institution should collect and report developmental education baseline data. This process is detailed on pages 5-8. Directions for completing the self-assessment of effective practices and planning matrices are described in detail below.

**Strategy Analysis**

For each strategy associated with an effective practice, the college is asked to indicate whether the strategy occurs at the institution. If the strategy is in use, the college is asked to enumerate all the levels at which the strategy occurs (institution-wide, specific programs, and/or specific departments). In this way, the college can identify at a glance which strategies it currently employs and where these strategies are embedded within the organization. This process is meant to guide but not restrict the self-assessment analysis. Therefore, as appropriate, colleges are encouraged to also indicate any significant additional strategies not listed in the self-assessment tool but which the college employs and strongly feels contribute to its ability to implement the effective practice. To the extent possible, these additions should be presented with some evidence as to their efficacy. *It is not expected that every institution will engage in every strategy.*

Example: Each effective practice is associated with a matrix like the one below. The institution is asked to complete the “Where Strategies Occur” section of the matrix.

(The example below is based on Effective Practice 1.5: A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.)

<table>
<thead>
<tr>
<th>Strategies Related to Effective Practice</th>
<th>Where Strategies Occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.4. Peers and/or faculty provide mentoring to developmental students</td>
<td>• Mathematics (all developmental math courses encourage use of peer mentoring services)</td>
</tr>
<tr>
<td></td>
<td>• English (peer mentoring encouraged for developmental writing)</td>
</tr>
<tr>
<td></td>
<td>• Currently no other developmental education-specific mentoring</td>
</tr>
</tbody>
</table>

**Effective Practice Analysis**

Upon completing the initial analysis of strategies in which the college currently engages, the self-assessment proceeds to the effective practice level. Participants are asked to reflect in more detail on the effective practice as a whole by responding to the following prompts which culminate in an analysis of priorities for change:
1. **Describe how this practice occurs/exists at your institution.** Using the initial analysis of strategies as a basis, describe how the effective practice occurs at your college. Consider beginning your description with a statement which indicates one of the following:

   A. We have experience/strength in this area which we can build on and extend.
   B. This is an area which is emerging/shows promise.
   C. Results in this area have been mixed.
   D. This practice has not been addressed.

2. **Identify what evidence exists to support the efficacy of this practice.** Evidence is a measurable outcome that validates the effectiveness of the practice. Evidence might be found in the form of improved student persistence, for example. Indicate whether your college has such evidence for this practice. To the extent possible, include an indication not only that such evidence exists, but also where it is located and how it is shared/distributed within the college.

3. **Identify barriers/limitations that exist to implementing or enhancing this practice.** Barriers/limitations might be related to availability of resources, but they also might be more intangible, such as institutional culture. What barriers exist at the department level, or at other levels, such as interdepartmental, programmatic, institutional, regional, or statewide? Is the barrier related to lack of staffing, staff development, data, institutional commitment, money, or other capacity issues? What would be required to remove or substantially decrease the barrier?

4. **Describe how this practice might be advanced or expanded upon in the future.** List the actions (augmentations, changes, or new initiatives) which the institution believes will advance the efficacy or expand the delivery of the effective practice. Briefly indicate the specific problem(s) the action is expected to remedy: what will it fix and how will it work? What sorts of results are expected? What evidence can be used to verify results?

**Section Planning Matrices**

At the conclusion of each of the four sections, there is a planning matrix. Each matrix contains a number of elements, including Planned Action, Start Date, Current Measure of Effectiveness (i.e. Baseline), Projected Measure (i.e. Benchmark), and Date for Projected Measure. The first step in filling out the matrix is identifying which actions the college wants to prioritize/include. For example, the first matrix concludes the first section; therefore, it should include those actions which relate to the strategies and effective practices identified within Organizational and Administrative Practices. The college must select from and prioritize among all the actions identified under the fourth prompt (“How might this practice be advanced or expanded upon in the future?”) for each effective practice in the section. The college should prioritize these actions based on local perceptions of relative importance, potential for impact, necessary fiscal outlay, quickest turnaround, and other considerations. The planning timeframe is at the discretion of each institution. College are encouraged to use the tool provided in Part 3 (“Where Should We Put Basic Skills Funds: A Tool to Estimate Costs/Downstream Revenue”) to enhance the discussion.

The primary purpose of the matrix is to assist in planning and implementation at the local level. An important secondary purpose is to obtain a clearer, more comprehensive statewide view of
the current state of basic skills education within the system. For example, if specific priorities appear to be widely shared among colleges, the system could consider direct support for implementations which would benefit from economies of scale. Therefore, while collection of baseline data and the self-assessment of effective practices and related strategies have been designed to facilitate local developmental education efforts, the planning matrices serve a broader systemic purpose and will be shared publicly.
Baseline Measures

MEASURES (Baseline, Additional Recommended, Locally-Determined)

Prior to or during the inception of its self-assessment, each institution should collect and report on baseline data (see following pages) for developmental education. Baseline measures are intended to provide a broad overview of developmental education at each college. Baseline measures have been operationally defined and should prove relatively easy for most institutions to identify using current reporting mechanisms, such as Management Information System (MIS) referential files, Chancellor’s Office Data Mart, and Fall Staff Report. Additional recommended measures are also listed. While the recommended measures might be more difficult to identify, it is anticipated that these additional measures will promote more meaningful internal discussion. The recommended measures are offered as a suggestion; an individual institution may identify other local data which it believes will promote fruitful discussion.

When considering local measures, colleges may wish to refer to Effective Practice II.2 listed in the literature review. In addition to any “new” measures which the college wishes to employ based on the literature review, colleges should also include any locally completed research which assists in better understanding developmental education students and/or courses. These items should be referenced and/or attached along with the baseline measures so that institutional representatives completing the self-assessment can refer to and use the information as appropriate. Also, while not suggested specifically in the literature review, an understanding of local grading variability may assist colleges in correctly interpreting student success data.

LEVELS OF MEASUREMENT (Data for All Development Education, Discipline-Specific Data, Course-Specific Data)

At a minimum, colleges should report aggregate data on all developmental education students, course offerings, and staffing. However, an exploration of data at the discipline level (math, English, and others) would augment the data’s usefulness. The matrix on the following page allows for the inclusion of this optional level of measurement. While strongly encouraged, the breadth and depth of exploration is left to the discretion of each institution.

Institutions might consider an even more refined course-level reporting for some selected measures. For example, “Student Success Rate in Developmental Education Courses” is likely to vary between disciplines, but it will also vary by course level. A course which is four levels below college-level, for example, is likely to have a success rate which is different from a course which is one level below college-level. While this level of detail is not required for the self-assessment process, the more informed the college is about how it is currently serving students, the more meaningful the self-assessment process will be. This data can also serve in the future when an institution reflects on the progress it has made toward helping students in developmental education achieve their goals.

All measures are intended solely for the use of the institution in its self-assessment. Measures will not be made public except at the discretion of the individual institution or in the case where such measures (e.g., student success rates) are already public.
Data for Developmental Education

### Baseline Measures for Developmental Education (DEV) For Selected Fall Term

**Indicate Term:**

<table>
<thead>
<tr>
<th>Percentage of New Students Assessed into Developmental Education Courses</th>
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</thead>
<tbody>
<tr>
<td>Number of Developmental Education Sections Offered</td>
<td></td>
</tr>
<tr>
<td>Percentage of Section Offerings that are Developmental Education</td>
<td></td>
</tr>
<tr>
<td>Unduplicated Number of Students Enrolled in Developmental Education</td>
<td></td>
</tr>
<tr>
<td>Student Success Rate in Developmental Education Courses</td>
<td></td>
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<tr>
<td>Student Retention Rate in Developmental Education Courses</td>
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<tr>
<td>Student Course Repetition Rate in Developmental Education Courses</td>
<td></td>
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<tr>
<td>Fall-to-Fall Persistence Rate of Developmental Education Students</td>
<td></td>
</tr>
<tr>
<td>Percentage of Developmental Ed. Sections Taught by Full-Time Faculty</td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Recommended Measures

- Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses
- Success Rate of Developmental Education Students in Transfer-Level Courses
- Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate
- Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred

#### Locally-Determined Measures

**Your measure here**

*Please add any other relevant, locally-determined measures on a separate page.*
Baseline Measure Operational Definitions

The following definitions use MIS data elements. MIS Data Element CB08 is particularly critical since it is used to identify basic skills or pre-collegiate basic skills course sections. Before using the MIS data, please ensure that the data and related codes are accurate and complete.

- **Percentage of New Students Assessed into Developmental Education Courses:**
  - **New Student:** MIS Data Element SB15 = “1” (New Student).
  - **Assessed into Developmental Education:** Using the institution’s assessment instruments, students enrolled during a fall term who were recommended to enroll in developmental education courses, MIS Data Element CB08 code of “P” (Pre-collegiate Basic Skill) or “B” (Basic Skill), divided by the total number of new students receiving assessment, multiplied by 100.

- **Unduplicated Number of Students Enrolled in Developmental Education:** Number of students enrolled in at least one development education course, counted only once if enrolled in multiple development education courses. A student is defined as follows:
  - **Student:** (MIS Data Element STD7 = “A” and MIS Data Element SX04 = “A”, “B”, “C”, “D”, “F”, “CR”, “NC”, “I”, “FW”, or “W”) or (MIS Data Element STD7 = “B”, “C”, or “F”).

- **Number of Developmental Education Sections Offered:** Number of sections with an MIS Data Element CB08 code of “P” (Pre-collegiate Basic Skill) or “B” (Basic Skill).

- **Percentage of Section Offerings that are Developmental Education:** Number of sections coded as “B” or “P”, divided by the total number of section offerings (MIS Data Element CB08 = “P”, “B”, or “N”), multiplied by 100.

- **Student Success Rate:** MIS Data Element SX04; number of “A”, “B”, “C”, and “CR” grades divided by the number of all grades, multiplied by 100. To calculate all grades, include “A”, “B”, “C”, “D”, “F”, “CR”, “NC”, “I”, “FW”, and “W” grades; exclude “IP”, “RD”, “UD”, “UG”, “MW”, and “XX” grades.

- **Student Retention Rate:** MIS Data Element SX04; number of “A”, “B”, “C”, “D”, “F”, “CR”, “NC”, “I”, and “FW” grades divided by the number of all grades, multiplied by 100. See “Student Success Rate” definition for details on how to calculate all grades.

- **Student Course Repetition Rate:** Number of students who earned a non-successful grade (MIS Data Element SX04 = “D”, “F”, “FW”, “NC”, “I”, or “W”) in developmental education courses who subsequently re-enrolled in the same developmental education course (MIS Data Element CB01), multiplied by 100.

- **Fall-to-Fall Persistence Rate of Developmental Education Students:** Number of developmental education students in a particular fall semester who were counted as a student the following fall semester, divided by total number of developmental education students in the initial fall semester, multiplied by 100.

- **Percentage of Developmental Education Sections Taught by Full-Time Faculty:** Number of developmental education sections taught by full-time faculty (regular staff not on overload assignment as identified by MIS Data Element XE01 = 3), divided by total number of developmental education sections, multiplied by 100.
Additional Recommended Measure Operational Definitions

The following recommended measures require institutions to consistently define relevant student cohorts (e.g., new students in a fall semester who enroll in one or more developmental education courses). While it is anticipated that colleges might identify different cohort characteristics based upon intervening variables unique to their institutions, significant thought and discussion should occur that will result in the establishment of consistent cohort definitions over time (e.g., the same methodology should be employed to identify 2002, 2003, and 2004 cohorts, leading to an “apples-to-apples” comparison of identified cohort groups).

- **Percentage of Developmental Education Students who Subsequently Enrolled in Transfer-Level Courses:**
  - “A”: Identify a consistent cohort of students who successfully completed a developmental education course (e.g., by term or annual period; use baseline operational definitions to identify developmental education courses and successful completion).
  - “B”: Among group “A” students, identify how many of these students subsequently enrolled in a transfer-level course. A transfer-level course is defined as MIS Data Element CB09 code of “A” (transferable to both a UC and CSU) or “B” (transferable to a CSU only). Define consistent track-out period for students identified in “A” (e.g., three years, five years, or six years).
  - Divide “B” by “A“: multiply by 100.
  - **Example:** 345 students successfully completed a developmental education course in the Fall 2001 semester. Within a three-year period (i.e., by end of Spring 2004), 225 had enrolled in a transfer-level course. 225/345 x 100 = 65.2%. Repeat for similar cohorts (e.g., Fall 2002 and Fall 2003, tracked through Spring 2005 and Spring 2006, respectively).

- **Success Rate of Developmental Education Students in Transfer-Level Courses:**
  Among students identified in group “B” above, use baseline operational definitions to identify the success rate of the population in transfer-level courses.

- **Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Earned a Degree and Certificate:**
  Among students identified in group “A” above, identify the number who earned a degree or certificate within a consistently defined period (e.g., three years, five years, or six years). Divide the number who earned a degree or certificate by all students in original cohort; multiply by 100.

- **Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred:**
  Among students identified in group “A” above, identify the number who subsequently transferred to another postsecondary educational institution. Submit original cohort to National Student Clearinghouse (NSC) after a consistently defined period of time (e.g., three years, five years, or six years). Divide the number who transferred by all students in original cohort; multiply by 100.
Consider including these leaders in discussions related to Section 1 of the self-assessment, listed in no particular order:

- Provost/Chief Instructional Officer
- Public Information Officer
- Student Services Dean
- Matriculation Dean
- Counseling and Advising Dean
- Learning Assistance Center Director
- Faculty and/or Peer Mentoring Program(s) Director(s)
- Institutional Researcher
- Developmental Education operation-level administrator
- Lead faculty members in Developmental Education programs, including the following:
  - Reading
  - Writing
  - Mathematics
  - ESL
  - College Success/Study Skills
  - Counseling
- Lead faculty members who teach college-level courses in English and mathematics
- Other college-level faculty who do not teach English or mathematics
- A student who recently matriculated and assessed into developmental education
- Others as appropriate (e.g., CEO, CFO, Academic Senate Reps)

Upon completion of this section, please verify who participated by name and job title:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
**Effective Practice 1.1: Developmental Education is a Clearly Stated Institutional Priority.**

Various studies have cited institution-wide commitment to developmental education as a characteristic of exemplary developmental education programs.

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>1.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.</td>
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<tr>
<td>1.1.2 Institutional leadership demonstrates a commitment to developmental education.</td>
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<tr>
<td>1.1.3 Developmental educators are systemically included in broader college planning activities.</td>
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<tr>
<td>1.1.4 Developmental education is adequately funded and staffed.</td>
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<tr>
<td>1.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.</td>
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</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:  
boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?  

What barriers/limitations exist to implementing or enhancing this practice?  

How might this practice be advanced or expanded upon in the future?  

Effective Practice 1.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.

Subscribing to an overarching, articulated philosophy of developmental education that is shared among all institutional stakeholders is an acknowledged best practice according to a variety of literature sources.

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.”

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</thead>
<tbody>
<tr>
<td>1.2.1 A detailed statement of the mission for developmental education is clearly articulated.</td>
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<tr>
<td>1.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives.</td>
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<tr>
<td>1.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.</td>
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</tr>
<tr>
<td>1.2.4 Developmental education goals and objectives are clearly communicated across the institution.</td>
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</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 1.3: The developmental education program is centralized or highly coordinated.**

Regardless of whether the institution conducts developmental education in a centralized or “mainstreamed” model, the importance of a clearly defined institutional structure is cited in literature as an effective practice.

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.”**

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<th>Strategies Related to Effective Practice</th>
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<tbody>
<tr>
<td>1.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).</td>
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<tr>
<td>1.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</td>
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<tr>
<td>1.3.3 A designated budget allocation exists for developmental education.</td>
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<tr>
<td>1.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.</td>
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</tr>
<tr>
<td>1.3.5 Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

| boxes will expand when text is entered |

What evidence exists to support the efficacy of this practice?

| |

What barriers/limitations exist to implementing or enhancing this practice?

| |

How might this practice be advanced or expanded upon in the future?

| |
**Effective Practice 1.4:** Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Research studies support institutional monitoring of prerequisites as well as concurrent enrollment in developmental and other content courses. This research informs policy decisions.

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.”

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<tbody>
<tr>
<td>1.4.1 Students are required to receive early assessment and advisement for sound educational planning.</td>
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<tr>
<td>1.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.</td>
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<tr>
<td>1.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.</td>
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<tr>
<td>1.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 1.5:** A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.

The majority of acknowledged studies of effective practices in developmental education call for the offering of comprehensive support services for developmental education students.

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.”**

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<tbody>
<tr>
<td>1.5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.</td>
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<tr>
<td>1.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</td>
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<tr>
<td>1.5.3 A comprehensive learning assistance center provides support to developmental education students.</td>
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<tr>
<td>1.5.4 Peers and/or faculty provide mentoring to developmental education students.</td>
<td></td>
</tr>
</tbody>
</table>

**As applicable, briefly describe how this practice occurs/exists at your institution:**

**What evidence exists to support the efficacy of this practice?**

**What barriers/limitations exist to implementing or enhancing this practice?**

**How might this practice be advanced or expanded upon in the future?**
Effective Practice 1.6: Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

Literature suggests that the pivotal role of faculty in developmental education programs underscores the need to insure that these key personnel are knowledgeable, experienced, and motivated to work with developmental learners.

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.”

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<tbody>
<tr>
<td>1.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.</td>
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<tr>
<td>1.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.</td>
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<tr>
<td>1.6.3 Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.</td>
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<tr>
<td>1.6.4 A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part-time ratio for basic skills is similar to the ratio for college-level classes and disciplines.</td>
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</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
Effective Practice 1.7: Institutions manage faculty and student expectations regarding developmental education.

Literature suggests that the communication of explicit expectations for both students and program providers enhances the effectiveness of developmental education programs.

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>1.7.1 A clearly defined and widely shared definition of “successful developmental education” exists.</td>
<td></td>
</tr>
<tr>
<td>1.7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.</td>
<td></td>
</tr>
<tr>
<td>1.7.3 Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.</td>
<td></td>
</tr>
<tr>
<td>1.7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.</td>
<td></td>
</tr>
<tr>
<td>1.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.</td>
<td></td>
</tr>
<tr>
<td>1.7.6 Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
### Planning Matrix for Section 1: Organizational and Administrative Practices

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

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<tr>
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<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate an annual electronic newsletter addressing the current goals and objectives of the departments developmental education.</td>
<td>1.2.4 Communicate developmental education goals and objectives.</td>
<td>New</td>
<td>Sept. 2007</td>
<td>No current effort in place</td>
<td>Half of college employees access annual newsletter as indicated by “hits” to newsletter website.</td>
<td>Jan. 2008</td>
<td>Public Information</td>
<td>Less than $500</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: Program Components

Consider including these leaders in discussions related to Section 2 of the self-assessment, listed in no particular order:

- Provost/Chief Instructional Officer
- Public Information Officer
- Matriculation Dean
- Counseling and Advising Dean
- Financial Aid Officer
- Member of the Program Review Committee
- Institutional Researcher
- Developmental Education faculty member serving on the College Curriculum Committee
- Developmental Educational operation-level administrator
- Lead faculty members in Developmental Education programs, including the following:
  - Reading
  - Writing
  - Mathematics
  - ESL
  - College Success/Study Skills
  - Counseling
- Lead faculty members who teach college-level courses in English and mathematics
- Other college-level faculty who do not teach English or mathematics
- A student who recently matriculated and assessed into developmental education
- Others as appropriate (e.g., Academic Senate and College Curriculum Committee Representatives)

Upon completion of this section, please verify who participated by name and job title:

1.
2.
3.
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**Effective Practice 2.1: Orientation, assessment, and placement are mandatory for all new students.**

There is widespread agreement in the literature regarding the benefits of mandatory orientation, assessment, and placement for developmental education students.

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 “in Institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

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</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Mandatory orientation exists for all new students.</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Mandatory assessment exists for all new students.</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Mandatory placement exists for students assessed at developmental levels.</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.</td>
<td></td>
</tr>
<tr>
<td>2.1.5 Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 2.2:** Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

Various studies provide evidence that comprehensive and systematic program evaluation is a hallmark of successful development education programs.

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.”

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</thead>
<tbody>
<tr>
<td>2.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.</td>
<td></td>
</tr>
<tr>
<td>2.2.2 Formative program evaluation activities occur on a regular basis.</td>
<td></td>
</tr>
<tr>
<td>2.2.3 Summative program evaluation activities occur on a regular basis.</td>
<td></td>
</tr>
<tr>
<td>2.2.4 Multiple indices exist to evaluate the efficacy of developmental education courses and programs.</td>
<td></td>
</tr>
<tr>
<td>2.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

*boxes will expand when text is entered*

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 2.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.**

According to the literature, a strong counseling component is characteristic of successful developmental education programs.

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.”

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.</td>
<td></td>
</tr>
<tr>
<td>2.3.2 Counseling and instruction are integrated into the developmental education program.</td>
<td></td>
</tr>
<tr>
<td>2.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</td>
<td></td>
</tr>
<tr>
<td>2.3.4 Counseling of developmental education students occurs early in the semester/quarter.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 2.4:** Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Studies have correlated provision of financial aid with increased student success. Financial aid allows developmental students to focus more purposefully on their academic work.

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.”

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</thead>
<tbody>
<tr>
<td>2.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.</td>
<td></td>
</tr>
<tr>
<td>2.4.2 Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.</td>
<td></td>
</tr>
<tr>
<td>2.4.3 The institution actively solicits additional aid sources in support of developmental students (e.g. potential scholarship donors or textbook grants).</td>
<td></td>
</tr>
<tr>
<td>2.4.4 The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
Planning Matrix for Section 2: Program Components

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

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<th>Responsibility</th>
<th>Budget Request</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all developmental education students receive counseling services within the first three weeks of the semester.</td>
<td>2.3.4. Counseling of dev. ed. students occurs early in the semester.</td>
<td>Expansion</td>
<td>Spring 2008</td>
<td>Currently, 75% of dev. ed. students are seen by a counselor within the first three weeks.</td>
<td>100% of dev. ed. students will be seen by a counselor within the first three weeks.</td>
<td>Fall 2009</td>
<td>Counseling Department Chair</td>
<td>One additional FTE counselor</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Staff Development

Consider including these leaders in discussions related to Section 3 of the self-assessment, listed in no particular order:

- Staff Development Coordinator
- Provost/Chief Instructional Officer
- Counseling and Advising staff
- Institutional Researcher
- Developmental Educational operation-level administrator
- Lead faculty members in Developmental Education programs, including the following:
  - Reading
  - Writing
  - Mathematics
  - ESL
  - College Success/Study Skills
  - Counseling
- Lead faculty members who teach college-level courses in English and mathematics
- Other college-level faculty who do not teach English or mathematics
- Others as appropriate (e.g., CEO and CFO, representatives of Collective Bargaining Units, Academic Senate representatives)

Upon completion of this section, please verify who participated by name and job title:

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15.
Effective Practice 3.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

The research and analytical literature consistently points to the relationship of high-level administrative support to the success of faculty in developmental programs and services.

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.”

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</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Department, program, and/or institutional goals related to the improvement of developmental education are established.</td>
<td></td>
</tr>
<tr>
<td>3.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 3.2:** The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Contemporary literature on staff development theory and practice supports the assertion that staff development activities should be designed by faculty who know their needs, can develop forums geared toward teaching excellence, and can design sustained and collective efforts.

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.”

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</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</td>
<td>institution-wide</td>
</tr>
<tr>
<td>3.2.2 Developmental education staff development activities address both educational theory and practice.</td>
<td>institution-wide</td>
</tr>
<tr>
<td>3.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</td>
<td>institution-wide</td>
</tr>
<tr>
<td>3.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.</td>
<td>institution-wide</td>
</tr>
<tr>
<td>3.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.</td>
<td>institution-wide</td>
</tr>
<tr>
<td>3.2.6 Staff development activities promote interactions among instructors.</td>
<td>institution-wide</td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 3.3:** 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.

Clearly articulated goals linked to systematic sets of programs and activities are a key factor in successful staff development.

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.”

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<tbody>
<tr>
<td>3.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.</td>
<td></td>
</tr>
<tr>
<td>3.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</td>
<td></td>
</tr>
<tr>
<td>3.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 3.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.**

Literature and research on faculty development contains a broad spectrum of theoretical frameworks and specific programmatic activities that can support the improvement of developmental education teaching and learning.

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.”**

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</thead>
<tbody>
<tr>
<td>3.4.1 Peer Mentoring</td>
<td></td>
</tr>
<tr>
<td>3.4.2 Instructional Consultation</td>
<td></td>
</tr>
<tr>
<td>3.4.3 Reflective Teaching</td>
<td></td>
</tr>
<tr>
<td>3.4.4 Scholarship of Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>3.4.5 Classroom Assessment Techniques</td>
<td></td>
</tr>
<tr>
<td>3.4.6 Great Teacher Seminars</td>
<td></td>
</tr>
<tr>
<td>3.4.7 Academic Alliances (e.g., K-16 Inter-Segmental Partnerships)</td>
<td></td>
</tr>
<tr>
<td>Other (specify activity: )</td>
<td></td>
</tr>
<tr>
<td>Other (specify activity: )</td>
<td></td>
</tr>
<tr>
<td>Other (specify activity: )</td>
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As applicable, briefly describe how this practice occurs/exists at your institution:

[boxes will expand when text is entered]

What evidence exists to support the efficacy of this practice?

[ ]

What barriers/limitations exist to implementing or enhancing this practice?

[ ]

How might this practice be advanced or expanded upon in the future?

[ ]
### Effective Practice 3.5: Faculty development is connected to intrinsic and extrinsic faculty reward structures.

Research suggests that staff development efforts are most successful when connected to both intrinsic and extrinsic rewards for participants.

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."**

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</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted.</td>
<td></td>
</tr>
<tr>
<td>3.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”</td>
<td></td>
</tr>
<tr>
<td>3.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
### Planning Matrix for Section 3: Staff Development

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

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<th>Responsibility</th>
<th>Budget Request</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least two developmental education faculty members on the staff development planning committee.</td>
<td>3.2.1 Developmental education faculty are involved in the planning staff development.</td>
<td>New</td>
<td>August 2007</td>
<td>Currently there is no provision for the express inclusion of dev. ed. faculty; while faculty assist in other ways, none currently serve in this capacity.</td>
<td>At least two faculty members serve on the staff development planning committee.</td>
<td>September 2007</td>
<td>Staff development committee chair</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Instructional Practices

Consider including these leaders in discussions related to Section 4 of the self-assessment, listed in no particular order:

- Provost/Chief Instructional Officer
- Student Services Dean
- Matriculation Dean
- Counseling and Advising Dean
- Learning Assistance Center Director
- Faculty and/or Peer Mentoring Program(s) Director(s)
- Institutional Researcher
- Developmental Education faculty member serving on the College Curriculum Committee
- Developmental Educational operation-level administrator
- Lead faculty members in Developmental Education programs, including the following:
  - Reading
  - Writing
  - Mathematics
  - ESL
  - College Success / Study Skills
  - Counseling
- Lead faculty members who teach college-level courses in English and mathematics
- Other college-level faculty who do not teach English or mathematics
- A student who successfully completed developmental education coursework
- Others as appropriate

Upon completion of this section, please verify who participated by name and job title:

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11.
**Effective Practice 4.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.**

Research indicates that active learning methodologies correlate with unique strategies that are effective for adult learners.

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.”

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</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</td>
<td></td>
</tr>
<tr>
<td>4.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum.</td>
<td></td>
</tr>
<tr>
<td>4.1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).</td>
<td></td>
</tr>
</tbody>
</table>

**As applicable, briefly describe how this practice occurs/exists at your institution:**

boxes will expand when text is entered

**What evidence exists to support the efficacy of this practice?**

**What barriers/limitations exist to implementing or enhancing this practice?**

**How might this practice be advanced or expanded upon in the future?**
**Effective Practice 4.2: Curricula and practices that have proven to be effective in specific disciplines are employed.**

Just as ongoing research informs the development of theory and practice for effective teaching and learning in general, similar work continues to advance recommendations for discipline-specific curriculum and pedagogical approaches that work for developmental learners.

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.”

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</thead>
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<tr>
<td>4.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).</td>
<td></td>
</tr>
<tr>
<td>4.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).</td>
<td></td>
</tr>
<tr>
<td>4.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</td>
<td></td>
</tr>
<tr>
<td>4.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

Boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
Effective Practice 4.3: The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

According to the literature, effective developmental education programs address the holistic development of the student.

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>4.3.1 In classroom teaching/learning, attention is paid to students’ attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills.</td>
<td></td>
</tr>
<tr>
<td>4.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.</td>
<td></td>
</tr>
<tr>
<td>4.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.</td>
<td></td>
</tr>
<tr>
<td>4.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.</td>
<td></td>
</tr>
<tr>
<td>4.3.5 College programs promote basic skills students’ social integration into and identification with the college environment.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 4.4: 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.”**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.</td>
<td></td>
</tr>
<tr>
<td>4.4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible sociocultural contexts for group learning.</td>
<td></td>
</tr>
<tr>
<td>4.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students’ cultures).</td>
<td></td>
</tr>
</tbody>
</table>

**As applicable, briefly describe how this practice occurs/exists at your institution:**

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boxes will expand when text is entered
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**What evidence exists to support the efficacy of this practice?**

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**What barriers/limitations exist to implementing or enhancing this practice?**

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**How might this practice be advanced or expanded upon in the future?**

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Effective Practice 4.5: A high degree of structure is provided in developmental education courses.

Research notes the effects of structured learning environment—at the program level as well as at the course level—in developmental education programs.

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.”

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.</td>
<td></td>
</tr>
<tr>
<td>4.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.</td>
<td></td>
</tr>
<tr>
<td>4.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

boxes will expand when text is entered

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Self-Assessment Tool - Instructional Practices

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Effective Practice 4.6: Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Recent literature and research focuses on active learning strategies (“learner-centered”) rather than passive learning strategies (“teacher-centered”).

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 “in institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

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</tr>
</thead>
<tbody>
<tr>
<td>4.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</td>
<td></td>
</tr>
<tr>
<td>4.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.</td>
<td></td>
</tr>
<tr>
<td>4.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

[boxes will expand when text is entered]

What evidence exists to support the efficacy of this practice?

[boxes will expand when text is entered]

What barriers/limitations exist to implementing or enhancing this practice?

[boxes will expand when text is entered]

How might this practice be advanced or expanded upon in the future?

[boxes will expand when text is entered]
**Effective Practice 4.7: Programs align entry/exit skills among levels and link course content to college-level performance requirements.**

Research confirms that developmental education courses are most effective when regular efforts are made to insure consistency between developmental education course exit standards and college-level course entry standards.

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.”

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<tbody>
<tr>
<td>4.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed.</td>
<td></td>
</tr>
<tr>
<td>4.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.</td>
<td></td>
</tr>
<tr>
<td>4.7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

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What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 4.8: Developmental education faculty routinely share instructional strategies.**

Highly effective developmental education programs are characterized by formal, embedded mechanisms to facilitate sharing of effective teaching practices and strategies.

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.”

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</tr>
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<tbody>
<tr>
<td>4.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.</td>
<td></td>
</tr>
<tr>
<td>4.8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.</td>
<td></td>
</tr>
<tr>
<td>4.8.3 Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?
**Effective Practice 4.9: Faculty and advisors closely monitor student performance.**

Research indicates that instructional techniques that provide immediate and regular feedback to developmental learners are a highly effective practice.

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.”

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</thead>
<tbody>
<tr>
<td>4.9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students.</td>
<td></td>
</tr>
<tr>
<td>4.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.</td>
<td></td>
</tr>
</tbody>
</table>

As applicable, briefly describe how this practice occurs/exists at your institution:

[boxes will expand when text is entered]

What evidence exists to support the efficacy of this practice?

[boxes will expand when text is entered]

What barriers/limitations exist to implementing or enhancing this practice?

[boxes will expand when text is entered]

How might this practice be advanced or expanded upon in the future?

[boxes will expand when text is entered]
**Effective Practice 4.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.**

In concert with active learning strategies, research suggests that developmental learners positively benefit from exposure to a variety of academic support services.

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 “institutions-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

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<tr>
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</thead>
<tbody>
<tr>
<td>4.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.).</td>
<td></td>
</tr>
<tr>
<td>4.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation.</td>
<td></td>
</tr>
<tr>
<td>4.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).</td>
<td></td>
</tr>
<tr>
<td>4.10.4 A formal referral system exists between academic and student support services.</td>
<td></td>
</tr>
<tr>
<td>4.10.5 Tutoring is available and accessible in response to student needs/desires.</td>
<td></td>
</tr>
<tr>
<td>4.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.</td>
<td></td>
</tr>
<tr>
<td>4.10.7 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></td>
</tr>
</tbody>
</table>

**As applicable, briefly describe how this practice occurs/exists at your institution:**

**What evidence exists to support the efficacy of this practice?**

**What barriers/limitations exist to implementing or enhancing this practice?**

**How might this practice be advanced or expanded upon in the future?**
### Planning Matrix for Section 4: Instructional Practices

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature then indicate the number for the effective practice followed by “local”. Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective) or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

<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 Projected Measure</th>
<th>Responsibility</th>
<th>Budget Request</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the most effective mathematics software to use in the tutoring lab; procure software for 10 computers; incorporate tool into tutoring services.</td>
<td>4.10 Academic support mechanisms (local strategy, not from literature review).</td>
<td>Possible Change</td>
<td>Fall 2007</td>
<td>Effectiveness of mathematics tutoring shows that students who participate have 3% higher GPAs than students who do not receive tutoring.</td>
<td>With this additional tool used in the tutoring lab, the college hopes to improve the rate from 3% higher to 5% higher.</td>
<td>Spring 2008</td>
<td>Student tutoring coordinator</td>
<td>$2,000 or more</td>
<td></td>
</tr>
</tbody>
</table>