

**CALIFORNIA COMMUNITY COLLEGES
BASIC SKILLS/ENGLISH AS A SECOND LANGUAGE
2007-08 ACTION PLAN REVIEW**



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Executive Summary

The California Community College System Strategic Plan strives to “ensure that basic skills development is a major focus and an adequately funded activity of the community colleges” as part of the goal to increase student success and college readiness. To perform well in college level courses, students must demonstrate performance levels in basic skills that are essential to academic success.

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

In order for the colleges to implement needed improvements, \$33.1 million of basic skills over cap funds have been redirected to ESL/basic skills on an on-going basis. Of this amount, \$1.6 million is designated annually for professional development activities. With the professional development funds, a review of the literature, a self assessment tool, and a cost revenue model for developmental education programs have been developed. Numerous professional development activities, for all colleges, have also been conducted with these funds. Each year, the balance of funds is allocated based on ESL/Basic Skills FTES to the colleges in order to facilitate implementation of effective practices at each college. This major effort to address the needs of basic skills students and transform the experience of all basic skills students enrolled in California’s community colleges has been embraced by all 109 community colleges.

Each college completed a 2007-08 ESL/Basic Skills Action Plan based on college-wide discussions of the literature review and utilization of the self assessment tool. The plans included five year long-term goals for ESL/Basic Skills and 2007-08 planned actions in one or more of the areas of effective practices to reach the long-term goals. Activities that required the redirected funds as well as those that did not rely on these funds were described. In addition, each college identified target completion dates and persons responsible for each activity in its Action Plan.

The commitment to make instructional improvements, enhance student support services, provide opportunities for focused staff development, and make developmental education an organizational priority, is evident upon close review of the 2007-08 ESL/Basic Skills Action Plans summarized in this document.

This document presents a summary of the effective practices and activities that are addressed by the colleges and included those plans that colleges will implement, in many instances, using their basic skills funds, to assist developmental education students. The summary illustrates the trends established by a majority of the community colleges as cited in 109 College Action Plans.

Introduction

The Board of Governor's Strategic Plan in 2006 included the goal of Student Success and Readiness in the basic skills area. To support basic skills development and adequately fund basic skills instruction, the California Community Colleges System Office commissioned a study of developmental education and basic skills instruction. The completed work included an extensive review of the literature, a self assessment tool, and a cost/revenue model for developmental education programs. These components were combined in the document, Basic Skills as a Foundation for Student Success in California Community Colleges (Prepared by the Center for Student Success and the RP group, July 2007). This review of the literature identified four broad categories, organizational and administrative practices, program components, staff development, and instructional practices, of effective practices. These categories serve to align a number of innovative approaches and effective practices that have been successful in promoting achievement among developmental education students.

Based on this literature review, each of the California community colleges performed a thorough basic skills self assessment that resulted in a plan of action. The goal was to establish baseline data, reflect on the "scope and efficacy of current practices" implemented to serve students enrolled in ESL and basic skills courses, and to analyze college priorities and the opportunities for improvement in serving basic skills students. Based on local discussion and analysis, each college developed a detailed Action Plan in 2007-2008 to effectively address the needs of their developmental education students.

The college Action Plans guided the completion of the Basic Skills/ESL Expenditure Plans that were due on May 1, 2008 with the Action Plans. In the Expenditure Plan, each college specified how it planned to expend its Basic Skills/ESL allocation. Categories of allowable expenditures were provided in the State Budget Act. A total of 31.5 million dollars were allocated and disbursed to California's community colleges.

The primary focus of this report was to review the Action Plans to summarize the strategies and activities that the colleges would implement in order to improve ESL and basic skills instruction. Another goal of this report was to examine the use of ESL/basic skills funds allocated to the colleges. In short, this review summarizes the 109 community colleges 2007-08 Action Plans and highlights their impact on California Community College developmental education efforts.

ESL/Basic Skills Action Plan Review

This report reviews the approaches that are planned by the colleges to better serve the basic skills students enrolled in California’s Community Colleges and provides insight into the use of ESL/Basic Skills resources allocated to the colleges. All colleges were asked to develop action plans using a template framed by the four categories of effective practices as discussed in the literature review.

The four broad categories (A-D) of effective practices described in the literature review follow:

- Area A: Organizational and Administrative Practices
- Area B: Program Components
- Area C: Staff Development
- Area D: Instructional Practices

Some latitude was taken to determine placement of activities within the broad categories and to “interpret” the intentions of the many authors from the colleges. The strategies or activities planned at each college were then reviewed to determine any apparent trends or clustering in how colleges are planning to make improvements in ESL/basic skills.

Under each category numerous effective practices were described. A total of twenty six effective practices were included in the four broad categories. As seen in the chart that follows, all twenty-six practices were included in the action plans and most colleges indicated that they will address more than one effective practice in each category. Also, while the majority of the colleges included one or more of the twenty-six effective practices in their Action Plans, many colleges may not fully implement all aspects of an effective practice. In many cases, colleges may only intend to address one or more aspects of an effective practice or consider how to plan sequential implementation of various aspects. In a number of colleges, some effective practices had already been implemented so they were not included in the 2007-2008 Action Plans. It is assumed that as the colleges continue to work towards long range goals, they may implement additional practices in subsequent years.

Table 1: Effective Practices at 109 Colleges

	A: Organizational and Administrative Practices	Number of Colleges
A.1	Developmental education is a clearly stated institutional priority.	66
A.2	A clearly articulated mission based on a shared, overarching philosophy drives the development education program.	65
A.3	The developmental education program is centralized or highly coordinated.	83
A.4	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the education sequence.	55
A.5	A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	55
A.6	Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	45
A.7	Institutions manage faculty and student expectations regarding developmental education.	33
B: Program Components		

B.1	Orientation, assessment, and placement are mandatory for all new students.	70
B.2	Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	61
B.3	Counseling support provided is substantial, accessible, and integrated into academic courses/programs.	82
B.4	Financial aid is disseminated to support developmental students.	50
C: Staff Development		
C.1	Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	48
C.2	The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs.	83
C.3	Staff development programs are structured and appropriately supported to sustain them as ongoing efforts.	69
C.4	Staff development opportunities are flexible, varied, and responsive to development needs of individual faculty, diverse student populations, and coordinated programs/services.	52
C.5	Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.	48
D: Instructional Practices		
D.1	Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	58
D.2	Curricula and practices that have proven to be effective within specific disciplines are employed.	69
D.3	The developmental education program addresses holistic development of all aspects of the student.	64
D.4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	35
D.5	A high degree of structure is provided in development education courses.	47
D.6	Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	66
D.7	Programs align entry/exit skills among levels and link course content to college-level performance requirements.	53
D.8	Developmental education faculty routinely share instructional strategies.	41
D.9	Faculty and advisors closely monitor student performance.	50
D.10	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	80

Summary of Area A: Organizational and Administrative Practices

Under Area A, Organizational and Administrative Practices, the following effective practices are included in the literature review:

- A.1 *Developmental education is a clearly stated institutional priority.*
- A.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.*
- A.3 *The developmental education program is centralized or highly coordinated.*
- A.4 *Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.*
- A.5 *A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.*

- A.6 *Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.*
- A.7 *Institutions manage faculty and student expectations regarding developmental education.*

As shown in the chart above, at sixty-six colleges plans are under way to clearly state developmental education as an institutional priority. Many of the colleges will implement multiple activities to address this effective practice. Twenty-five of these colleges will implement activities to show that developmental education is referenced publicly, prominently, and clearly. At nineteen of the sixty-six colleges, strategies are being implemented to demonstrate institutional leadership is committed to making developmental education a priority while at sixteen colleges work is being done to ensure that developmental education faculty members and staff are included in college-wide planning and activities. Twenty-one of these colleges are focusing their efforts on making developmental education an institutional priority to make sure adequate funding and staffing are provided for developmental education efforts on their campus. Consistent with the literature review, the level of institutional commitment to developmental education can also be measured by the comprehensiveness and integration of the effective practices into the institution. Twenty colleges are attempting to further integrate developmental education into the operations and planning practices of their institutions as part of their commitment to ensure it is clearly an institutional priority. The data shows that many colleges are employing various strategies to help make developmental education an institutional priority.

Sixty-five colleges intend to further ensure that “a clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.” Some colleges are addressing more than one strategy to achieve this objective. Efforts are underway to create a detailed statement of the mission, to clearly articulate the mission, and to clearly communicate the mission that drives the developmental education program.

At eighty-three colleges, decisions are being made to centralize or highly coordinate their developmental education efforts. Some of these colleges are considering or have identified a dedicated administrator or lead faculty member(s) to have responsibility for coordinating campus-wide basic skills programs. Thirty-two colleges have considered or implemented strategies to facilitate communication/coordination among faculty and staff in different disciplines and with student services staff. Eighteen colleges are engaged in facilitating communication between collegiate and pre-collegiate level faculty.

Efforts to encourage institutional policies that facilitate student completion of necessary developmental coursework as early as possible in the educational sequence are being attempted at fifty-five colleges. Of these, nineteen colleges will require students to participate in early assessment as a means to facilitate placement in appropriate level courses. Colleges are also working toward advising students in a timely manner to “enroll only in college level courses consistent with their basic skills preparation.” At twenty-five of these colleges, timely completion of developmental courses is emphasized, frequent monitoring of student learning outcomes is planned, data is considered to change policies, and appropriate course placements are highly recommended to students.

Fifty-five community colleges in California also plan to implement “a comprehensive system of support services, characterized by a high degree of integration among academic and student support services.” Toward this end, nineteen of these colleges will promote course-related learning assistance. At twenty-five of these colleges “comprehensive learning systems” (including learning communities, team teaching, and course embedded counseling) will be

available to students. At eleven colleges, mentors will help ensure that a comprehensive academic/student support system remains in place for developmental education students.

Forty-five colleges recognize the need in their 2007-2008 Action Plans to recruit faculty who are knowledgeable and enthusiastic about developmental education to teach in the Basic Skills program. Colleges plan to recruit faculty who have expertise and experience in teaching developmental education students, provide training in developmental education instructional strategies, assign developmental education courses only to faculty who choose to teach at this level, and make an effort to assign “a sufficient portion” of developmental education courses to full-time faculty.

At thirty-three colleges, efforts are planned to manage faculty and student expectations regarding Basic Skills courses.

In sum, colleges dialogued extensively about developmental education and clearly described their efforts to focus on various organizational issues and administrative practices on behalf of developmental students. Strategies and/or activities that were frequently planned included developing a mission statement that includes basic skills education, integrating student services and instruction, creating/centralizing student support services, and institutionalizing additional opportunities for dialogue or training on developmental education strategies.

Summary of Area B: Program Components

Under area B, Program Components, the following effective practices are included in the literature review:

- B.1 Orientation, assessment, and placement are mandatory for all new students.*
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.*
- B.3 Counseling support provided is substantial, accessible, and integrated with academic course/program.*
- B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.*

The review of the action plans indicates seventy colleges plan to consider the effective practice that would make orientation, assessment, and placement mandatory for all new students. Of these colleges, thirteen will require mandatory assessment, placement and orientation; thirty will require mandatory orientation; thirty-two will require mandatory assessment, and nineteen will require mandatory placement. Colleges that considered this effective practice, but do not plan to require orientation, assessment, and placement, will enhance their pre-enrollment activities (assessment, orientation, advising) and review the relationship between assessment and student success in courses.

Based on the colleges’ self study and their priorities, sixty-one colleges plan to evaluate their basic skills programs, perform program evaluations, and share the results widely. Of these, seventeen colleges will review and revise course content and entry/exit skills in developmental education courses. Twenty-two colleges will perform formative program evaluations on a regular

basis and sixteen colleges will perform summative evaluations consistently. By conducting further research, evaluating their programs, and adding institutional research capacity as part of their basic skills efforts, thirty-one colleges will effectively disseminate data and findings to inform continuous program improvement. Overall, evaluations, including review of course content and entry/exit skills, coupled with regular formative and summative evaluations, will inform planning and guide instructional improvement.

Eighty-two colleges included in their Action Plans counseling support that is “*substantial, accessible, and integrated with academic course/programs.*” The importance of this practice is validated by the eighty-two colleges that included this practice in their Action Plans. The practices and interventions planned at each college will provide additional counseling support to basic skills students. Forty percent of these colleges listed additional counseling services as a priority for better service to developmental education students. Forty-two of these colleges will provide a counseling/advising structure that serves all students enrolled in basic skills courses. Forty-four of these colleges also state their commitment to integrate counseling and advising in the developmental education program. Of these colleges, twenty-two will strengthen their counseling component by providing training opportunities for counselors and basic skills faculty to better understand the academic, social, and emotional needs of their students. Twenty-four of these colleges will facilitate timely counseling contacts with developmental education students. By creating “bridge” programs, cohorts, learning communities with counselor support, and requiring mandatory counselor contacts each semester, many of these colleges will ensure frequent and early counselor interventions. At three of these colleges a learning community program targeting African-American students will be implemented on the campus.

The concern for student access to financial assistance will be addressed by fifty community colleges. The strategies employed toward this end will include informational classroom visits, offering foundation grants, providing financial aid information on a website, and providing additional financial aid workshops on campus. Twelve of these community colleges plan to “solicit additional aid sources” for basic skills students and to allocate those resources in the form of grants, local scholarships, and textbook assistance.

Summary of Area C: Staff Development

Under area C, Staff Development, the following effective practices are included in the literature review:

- C.1 *Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning connected to the institutional mission.*
- C.2 *The faculty plays a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.*
- C.3 *Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to instructional goals for the improvement of teaching and learning.*
- C.4 *Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.*
- C.5 *Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.*

The review of the action plans for area “C” underscores the importance that colleges place on professional development to impact Basic Skills instruction and promote student success by implementing extensive activities to meet the professional development needs of faculty and staff.

According to the Action Plans, at forty-eight of these colleges plans are underway to create staff development opportunities where administrators support and encourage faculty development in basic skills and where instruction is connected to the institutional mission. Nearly forty percent of the colleges cited the need to attend conferences as essential for gaining knowledge, staying current in the field, and gaining access to innovative and effective instructional practices.

At eighty-three colleges, faculty participation in assessment, planning, and implementation of staff development activities and a focus on teaching and learning in Basic Skills courses drive the professional development process.

Sixty-nine colleges plan for staff development programs to be structured and appropriately supported to sustain them as ongoing efforts related to instructional goals for the improvement of teaching and learning. Some staff development activities, taking place at these colleges as described in the action plans, include bringing in consultants or speakers, encouraging site visits, hosting visiting experts from other college campuses, facilitating faculty inquiry groups, employing flex workshops, and promoting faculty retreats.

Fifty-two colleges included efforts to facilitate staff development opportunities that are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. Primary areas for professional development, as described in the Action Plans, include culturally relevant pedagogy, developmental education pedagogy, teaching and learning in developmental education, developmental education in strategic planning, and Basic Skills and English as a Second Language instructional approaches.

Forty-eight colleges included in their Action Plans efforts to ensure that faculty development is clearly connected to intrinsic and extrinsic reward structures. Of these colleges, thirteen colleges will provide professional development opportunities with intrinsic rewards while eighteen colleges seek to provide extrinsic rewards and incentives for faculty and staff as described in the effective practices document. By designating an adequate professional development budget to fairly compensate faculty participation, financial incentives (stipends) can be awarded for conference attendance, staff development activities, and participation at faculty workshops.

The review of the Action Plans in area “C” accentuates the importance of high quality coordinated staff development opportunities and highlights the significant role of community college faculty in their development and implementation.

Summary of Area D: Instructional Practices

Under area D, Instructional Practices, the following effective practices are included in the literature review:

- D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.*
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.*
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.*
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.*
- D.5 A high degree of structure is provided in developmental education courses.*
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.*
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.*
- D.8 Developmental faculty routinely share instructional strategies.*
- D.9 Faculty and advisors closely monitor student performance.*
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.*

Colleges are putting into place effective instructional practices, including alternative instructional approaches, relevant learning theories, and proven academic support practices on behalf of their developmental education students.

At fifty-eight colleges, plans are in place to implement sound principles of learning theory in the design and delivery of courses in the developmental program. Of these colleges, twenty-three included strategies to promote self-directed learning with students engaged in actively assessing and monitoring their own motivation and learning.

According to the Action Plans, sixty-nine colleges will now employ curriculum and instructional practices that “have proven to be effective” with basic skills students. At most of these colleges, practices include specific instructional strategies such as writing, math, and reading across the curriculum; learning communities; and learning centers.

Sixty-four college Action Plans call for the developmental education program to address holistic development of all aspects of the student with attention paid to the social and emotional development of the students as well as to their cognitive growth. Timely interventions with basic skills students to address the emotional, social, or non-academic obstacles and to prevent student attrition are the most common approaches planned at twenty-five of these colleges.

Thirty-five colleges will apply culturally responsive teaching theory and practices to developmental education programs. Many of these colleges plan for instructional content and pedagogy to capitalize on perspectives and life experiences of students from diverse backgrounds.

The Action Plans from forty-seven colleges specify that a high degree of structure will be provided in developmental education courses. Toward this end, a well planned sequence of developmental education course offerings with proactive academic support services is planned.

The Action plans show that sixty-six colleges plan to have developmental education faculty employ an array of instructional methods to accommodate student diversity. Of these sixty-six colleges, many will change their instructional methods to include active learning experiences, theme-based instruction, applied learning theory, alternative methods approaches, and learning motivation theory. Other college plans call for implementing a variety of learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning) in developmental education courses.

At fifty-three colleges, Action Plans call for programs to align entry/exit skills among levels and to link course content to college-level performance requirements. The review determined that twenty-two sites plan to increase reviews of developmental education courses.

The Action Plans convey that developmental education faculty routinely share instructional strategies at forty-one colleges. At twenty-one of these colleges, formal processes that facilitate and further promote the exchange of effective instructional strategies among faculty within disciplines are planned.

Faculty and advisors closely monitor student performance at fifty colleges. Among these colleges, twenty-nine campuses plan for faculty and advising staff to provide early intervention and support to students experiencing academic and/or personal difficulties.

At eighty colleges, comprehensive academic support services, primarily trained tutors, will be added to best assist developmental education students. Actions plans for these colleges also indicate efforts to provide effective academic support that includes creating or enhancing writing/reading/math/ESL centers, adding reading programs, offering critical reading skill development courses, and implementing additional supplemental instruction models.

Planned Expenditures

The review of the Action Plans identified numerous activities and proposals to best serve Basic Skills students at the 109 participating colleges. These interventions, funded by ESL/basic skills allocations, were identified in the college Basic Skills/ESL Expenditure Plans. In the Expenditure Plan, each college specified planned expenditures in one or more categories listed in the State Budget. Table 2, 2007-2008 Planned Expenditures, identifies those categories and provides a summary of the total expenditures in each of the areas.

Table 2
2007-08 Planned Expenditures

Expenditure Area	Planned Expenditure Amount	Percentage of Total
Supplemental Instruction/Tutoring	\$6.6 Million	21.0%
Materials/Equipment	\$4.0 Million	12.7%
Program Articulation and Curriculum Planning/Development	\$7.6 Million	24.1%
Counseling/Student Assessment	\$5.3 Million	16.8%
Local Research	\$1.5 Million	4.8%
Staff Development	\$6.5 Million	20.6%

Expenditure Area	Planned Expenditure Amount	Percentage of Total
Total	\$31.5 Million	100.00%

A review of the Basic Skills Initiative Expenditure Plans shows appropriate alignment among the proposed activities described in the Action Plans and the costs detailed in the expenditure areas. It was evident in the Action Plans, for example, that nearly all colleges expect to support continued professional development for faculty and staff who will benefit from preparation and training on how to best meet the needs of developmental education students. The total amount specified for Staff Development in the Expenditure Plans is \$6.5 million, one of the higher areas of expenditure.

Two other areas of significant expenditure are supplemental instruction/tutoring and counseling/student assessment. A majority of colleges specified activities in Category B, Program Components that included effective practices in orientation, assessment and placement, program evaluations, counseling support, and financial aid dissemination. A majority of colleges also plan to expand and enrich supplemental instruction and tutoring opportunities for students. Colleges plan to expend a total of \$11.9 million in these two areas: Supplemental Instruction/Tutoring and Counseling/Student Assessment.

Significant amounts will be expended, as well, for curriculum planning and development, materials, and equipment. The Action Plans included numerous activities in the Instructional Practices category which focused on a variety of instructional methods, contextual learning, learning communities, and programs that provide comprehensive academic support mechanisms such as development/expansion of learning centers, labs, and other areas.

The Action Plans also emphasize the need to increase staff in support of the developmental education students. The three most significant areas identified for hiring personnel were tutoring, coordinating, and counseling. In Table 3, Staff Increases, you can see the number of colleges that plan to increase staff in tutoring services, basic skills coordination, and counseling.

**Table 3
Staff Increases**

Staffing Area	Number Of Colleges	Percentage of Colleges
Tutors	64	59%
Coordinators	53	48%
Counselors	51	46%

Conclusion

The California Community College System Strategic Plan seeks to “ensure that basic skills development is a major focus and an adequately funded activity of the community colleges.” In order to perform well in college level courses, students need to acquire the basic skills that are essential to academic success. In order to reach this goal, a major system-wide effort is underway to address the needs of basic skills students and transform the experience of all basic skills students enrolled in California’s community colleges. This effort has been embraced by all 109 community colleges. The commitment to facilitate instructional improvement, enhance student support services, provide opportunities for focused staff development, and make developmental education an organizational priority is evident from the review of the ESL/basic skills 2007-08 Action Plans.

In Area A, Organization and Administrative Practices, colleges are enthusiastically planning to create a structure, philosophy, and educational environment that supports developmental education students. The significant effort to enhance organizational and administrative practices at eighty three community colleges to implement practices that centralize or highly coordinate the developmental education program, may shape campus policies, practices, and strengthen the mission to build basic skills instruction into a critical institutional priority.

In area B, Program Components, efforts to improve pre-enrollment activities (orientation, assessment, placement), assess and improve basic skills programs, enhance counseling

support, and facilitate financial assistance for basic skills students are planned, or have been implemented, at many colleges. The most notable trend in this area is the effort at eighty-three colleges to address the needs of basic skills students through additional counseling support. Multiple interventions including additional counseling services, "Early Alert" programs, training opportunities for counselors, enhanced/mandatory orientations, "Bridge" programs, cohorts and learning communities with counselor support, and scheduled mandatory counselor contacts, are planned on behalf of basic skills students. In this area, colleges also plan to continue assessing the effectiveness of their programs, add research capacity, evaluate practices, and measure the impact of new programs. Colleges also continue to plan and implement strategies to efficiently disseminate financial aid information and provide appropriate financial assistance and financial aid workshops to developmental education students.

In area C, Staff Development, continued professional development is highly supported at the California Community Colleges as evidenced by the one-hundred colleges that addressed this category in their Action Plans. Significant efforts to promote faculty development in basic skills, including development in culturally relevant pedagogy, developmental education pedagogy, teaching and learning, strategic planning, and BS/ESL teaching methods; supporting and sustaining structured staff development programs; and connecting staff development to extrinsic and intrinsic rewards, are planned at many colleges. The most notable effective practice, addressed at eighty-three colleges, emphasizes the faculty role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

In area D, Instructional Practices, colleges are planning and implementing many effective instructional practices as described in the literature. Many colleges plan to apply modern principles of learning theory, strategies to promote self-directed learning, proven basic skills curriculum and instructional practices, holistic student development approaches, and culturally responsive teaching theory, to instructional practices. The Action Plans also call for a high degree of structure in developmental education courses, appropriately sequenced developmental education courses, and a variety of instructional methods to accommodate student diversity. In addition, the plans call for sharing of effective instructional strategies among faculty, aligning program entry/exit skills among levels, linking course content to college-level performance requirements, and providing adequate academic support services. A noteworthy practice in this category, embraced at eighty colleges, calls for comprehensive academic support services for basic skills students. Many of these colleges plan to provide trained tutors, create or enhance writing/reading/math/ESL centers, add reading programs, and offer critical skill development courses, as well as to develop additional supplemental instruction models to best serve basic skills students.

The review of 2007-08 Action Plans identified the effective practices that were selected by the colleges highlighted numerous activities planned for implementation at California's Community Colleges, and illustrated the colleges' efforts to complete the literature review, perform the basic skills self assessment, and plan for implementation of locally appropriate and effective instructional practices. The review also described efforts to provide staff development experiences, create numerous programs, and hire faculty and staff to serve basic skills students. The review revealed four effective practices that were addressed in over eighty colleges: 1) The developmental education program is centralized or highly coordinated; 2) Counseling support provided is substantial, accessible, and integrated into academic courses/programs; 3) The faculty play a primary role in planning/implementation of staff

development activities in support of basic skills programs; and 4) Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

In summary, the broad review of the Basic Skills/ESL Action Plans for all 109 colleges highlights the thoughtful planning, coordinated use of resources, and successful implementation of numerous effective practices that will serve California's developmental education students. In addition, the brief review of the expenditure plans revealed consistency between the campus activities described in the Action Plans and the planned expenditures of basic skills funds allocated to the colleges.