

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



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Basic Skills Initiative Action Plan Review

The Board of Governor's Strategic Plan in 2006 included the goal of Student Success and Readiness in the Basic Skills area. To "ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges," the California Community College Systems Office commissioned a developmental education study. The study included a review of the literature, a self assessment tool, and a cost/revenue model for the developmental education programs. The findings resulted 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). With this information, participating colleges of the California Community College System performed a thorough Basic Skills self assessment at each campus to establish baseline data, reflect on the "scope and efficacy of current practices" to serve students enrolled in Basic Skills courses, and to analyze college priorities and the opportunities for changes to the developmental education environment on the campus.

The review of the literature identified a number of "alternative approaches" and "effective practices" that, when implemented, were successful in promoting achievement among developmental education students. These effective practices showed improvement in course learning outcomes and were deemed highly effective in developmental education programs. These "effective practices" have been grouped under the following four broad categories: A) Organizational and Administrative Practices; B) Program Components; C) Staff Development; and D) Instructional Practices.

The chart below (prepared by the Academic Senate Office) summarizes the number of times each specific effective practice, and the specific strategies related to the effective practice, in Categories A through D was identified by the colleges:

Effective Practice	Number of colleges identifying specific Practices				
	<u>35-44</u>	<u>25-34</u>	<u>15-24</u>	<u>5-14</u>	<u>0-4</u>
A	3.2	2.2, 3.4, 3, 2.1, 1.1, 4.4, 5.1	2.4, 3.1, 1, 1.4, 2.3, 4.2, 1.5, 5.3, 6.2, 1.2, 4.1, 5, 5.2, 3.5, 4, 3.3, 1.3, 2, 6.1	6, 6.4, 7.1, 7.4, 4.3, 5.4, 7, 7.2	6.3
B	3.2, 3.1	1.2, 2.5, 1.1, 4.1, 1.4, 3	2.2, 3.4, 3.3, 1.3, 2, 2.4, 1.5, 2.1, 2.3	4, 1, 4.2, 4.3, 4.4, 7.3, 7.5, 7.6	
C	2.1, 2.2	4, 3.2, 3, 3.3, 2	1.2, 2.6, 5.2, 2.3, 1, 3.1, 5.3, 2.5, 4.4, 5, 1.1, 2.4,	5.1, 4.5, 4.2, 4.1, 4.3, 4.6	4.7
D	2.1, 2.2	10.7, 6.1, 10, 10.5, 2, 9.2, 2.3, 2.4, 3.3, 10.6	1, 7, 1.1, 3, 6, 7.1, 6.3, 8, 9.1, 5.1, 5.2, 6.2, 10.3, 7.3, 1.3, 3.4, 5.3, 8.1, 1.2, 3.5, 7.2, 9, 10.4, 4.1, 5, 8.2	3.1, 4, 10.2, 4.3, 3.2, 4.2, 8.3, 10.1	

The most frequently targeted Practices in each Category as identified by the colleges are listed below:

A. Organizational and Administrative Practices

A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). (38 colleges)

A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals and objectives. (33 colleges)

A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. (32 colleges)

B. Program Components

B.3.2 Counseling and instruction are integrated into the developmental education program. (44 colleges)

B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. (42 colleges)

B.1.2 Mandatory assessment exists for all new students. (32 colleges)

C. Staff Development

C.2.1 Developmental education faculty members are involved in the design, planning, and implementation of staff development activities related to developmental education. (39 colleges)

C.2.2 Developmental education staff development activities address both educational theory and practice. (36 colleges)

C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. (32 colleges)

D. Instructional Practices

D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integrations, writing across the curriculum, and use of writing labs). (36 colleges)

D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual

learning, appropriate use of technology, and learning labs). (35 colleges)

D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning. (34 colleges)

D.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). (33 colleges)

Review of the Basic Skills Plans:

For each of the four broad categories (A-D) effective practices and activities that directly impact students were extracted from the BSI action plans. The following areas were considered for the 106 Colleges:

Area A: ORGANIZATIONAL AND ADMINISTRATIVE PRACTICES

The following practice was considered:

A5: A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services, was the focus of this review.

Area B: PROGRAM COMPONENTS

The following effective practices were considered:

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.

Area C: STAFF DEVELOPMENT

The following best practices were highlighted:

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 play a primary role in needs assessment, planning, and implementation 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.

staff development, all components were compiled into one category.

Area D: INSTRUCTIONAL PRACTICES

The following two effective practices were considered:

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

The chart below illustrates the number of community colleges that addressed each of the selected effective practices:

<u>Category</u>	<u># of Colleges Identifying Practices</u>	<u>Total #</u>	<u>Percentage</u>
C	100	109	91%
D2-D10	95	109	87%
B-3	83	109	76%
A5	75	109	68%
B-1	70	109	64%
B-2	60	109	55%
B-4	50	109	46%

The chart below describes the potential staffing and/or increase in services for Basic Skills Initiative activities as described in action plans for all California Community Colleges:

<u>Staff</u>	<u># Of Colleges Adding Staff/Services</u>	<u>Total #</u>	<u>Percentage</u>
Tutors	64	109	59%
Coordinators	53	109	48%
Counselors	51	109	46%

From the 109 colleges that submitted Basic Skills Initiative College Action Plans, forty two (42) were selected randomly for a more comprehensive review. This review surveyed the completed action plans and identified some of the best practices implemented at the colleges to address the needs of developmental education students. This review sought to provide an overall sense of the approaches taken by the colleges to serve the basic skills students enrolled in the California Community Colleges and to provide initial insight into the use of Basic Skills Initiative resources by the California Community Colleges.

The focus of this review was to identify the college-wide initiatives that were described in the individual college action plans and to provide an understanding of the specific activities implemented at the colleges to address the needs of basic skills students. A primary goal

of this review was to establish a general understanding of the various approaches and methods employed by colleges to meet the needs of students enrolled in developmental education courses.

Some latitude was taken to determine appropriate placement of activities (within the broad categories) and to “interpret” the intentions of the many authors from the colleges. The primary strategies employed at each college were then listed and reviewed to assess trends and to help provided insight into the specific activities instituted by the colleges to impact their developmental education programs and demonstrate their efforts to best serve students.

The chart below considers the forty two selected colleges and illustrates the areas reviewed, the number of colleges addressing each area, and the percentage of colleges that identified each practice:

<u>Category</u>	<u># of Colleges Identifying Practices</u>	<u>Total #</u>	<u>Percentage</u>
C	35	42	83%
B-3	29	42	69%
A5	26	42	61%
D2-D10	25	42	59%
B-2	18	42	42%
B-1	17	42	40%
B-4	6	42	14%

The chart below shows the potential staffing and increased services for Basic Skills Initiative activities as described in the college action plans:

<u>Staff</u>	<u># Of Colleges Adding Staff/Services</u>	<u>Total #</u>	<u>Percentage</u>
Counselors	19	42	45%
Coordinators	19	42	45%
Tutors	16	42	38%

Nineteen of the forty-two colleges studied indicated they will designate a Basic Skills Coordinator. While most did not state actual

FTE allocations, the data suggests most colleges have assigned .5 reassigned time for the BSI coordination duties. A few colleges allocated .2 FTE to discipline specific coordinators (Usually 3 faculty; English/Math/ESL). One college planned to allocate one (1.0) full FTE for the coordinator.

EFFECTIVE PRACTICES: Model Strategies and Activities for BASIC SKILLS

Below each category (A, B, C, D) is a listing of the many activities/strategies/approaches that were discussed, planned, and implemented by the forty-two colleges to enhance services and instruction for basic skills students. Following each list is a summary of the trends and highlights from each best practice area.

AREA A: ORGANIZATIONAL AND ADMINISTRATIVE PRACTICES

A5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

The following strategies have been identified by individual colleges to address this strand:

- Academic support
- Dialogue with all constituency groups
- Cohorts with counseling support
- Expanded orientation
- Summer “bridge” program established
- Staff and faculty participate in orientation
- Additional Matriculation support
- Plan for learning communities with instructional services and student services
- Link classes (Instruction) to labs, student services, IAs, counselors, and tutors
- Increase student participation in orientation
- Validate effect of changes on developmental students
- Consider or implement mandatory assessment
- Counselor visits to classrooms
- Establish or improve learning center

Focus groups with instructional services and student services
Integrate tutors near instructional areas
Weekly meetings between student services and instruction
Research counseling and instruction models
Training for faculty and counselors to integrate instruction and student services
Basic Skills College success program
Classroom instructional support in DE courses
Integrate/Create learning support center
Create study labs (SI)
Centralize tutoring
Establish a “first semester” experience for BS students

Findings:

Twenty four colleges dialogued about developmental education and clearly describe their efforts to implement a number of best practices. In order to ensure “*A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support service,*” colleges implemented a variety of activities. Of those colleges that considered practice A5, creating opportunities for and improving academic support (10), integrating student services and instruction (7), providing counselor support of instruction (4), creating/centralizing student support services (2), and creating additional opportunities for dialogue or training regarding organizational and administrative best practices (5) were among the most frequently employed approaches to addressing this element.

AREA B: PROGRAM COMPONENTS

B.1: Orientation, assessment, and placement are mandatory for all new students.

The following strategies have been identified by individual colleges to address this strand:

Expand orientation

Train counselors and faculty for roles in mandatory orientation and placement
Mandate orientation
Increase student participation in orientation
Investigate mandatory orientation
Redevelop orientation course
Study mandatory orientation
Develop online orientation and registration
Mandatory orientation for first time ESL students
Special orientation for basic skills students
Additional support for BS students at orientations
Enhance orientation
Provide orientation information to students
Dialogue regarding mandatory orientation
Create online orientation
Modify orientation process
Improve matriculation

Findings:

Seventeen colleges will implement efforts to implement this best practice (B.1). Some colleges will immediately require a mandatory orientation for all students, others will require mandatory orientation for all basic skills students, and still others will “study, dialogue, or investigate” mandatory orientation while enhancing the current orientation, creating capacity for increased student participation, and making special efforts to increase the number of participants in the orientation process. All colleges responding to this area will alter their current orientation experience on behalf of developmental education students.

AREA B (Continued): PROGRAM COMPONENTS

B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

The following strategies have been identified by individual colleges to address this strand:

Assessment improved and results shared widely

Program reviews done
Research assistant hired
Focus groups lead to curriculum review and program reviews
Develop tracking system for assessing student retention and course success rates
SLO assessment for basic skills courses
Complete program reviews
Initiate a program review for BS area
Complete BS program review
Hire researcher
Conduct research
Evaluate effectiveness of linked courses
Develop Assessment instrument, assess, and share findings
Evaluate program
Assess SI, tutoring, information competency, and peer mentoring component
Add research evaluation

Findings:

Based on the college self study and the college priorities, eighteen of forty two colleges (40%) elected to evaluate their basic skills programs, perform program evaluations, and share the results widely. Of these, seven colleges indicate they will perform a traditional program review to best assess their college basic skills program. In addition, five colleges plan to conduct further research and continue to evaluate their programs. To better understand their program and best evaluate and assess the effectiveness of their Basic Skills courses, three colleges note they will add institutional research capacity as part of their basic skills initiative efforts.

AREA B (Continued): PROGRAM COMPONENTS

B.3 Counseling support provided is substantial, accessible, and integrated with academic course/programs.

The following strategies have been identified by individual colleges to address this strand:

Provide training for faculty and counselors

Developmental education students will enroll in bridge/cohort/learning community with counseling support
Provide staff development for counselors
Explore mandatory progress report
Universalize counselor visits to developmental education classes
“Early alert” program
Allow counselor release time for direct student contacts
Increase counselor support
Hire adjunct counselors for evaluation
Mandatory two/three counselor contacts per semester
Develop summer bridge program
Implement “Umoja” program
Counselors for basic skills students
Student education plan counseling
Add more orientation sessions
Counseling services for math students
Counseling services for basic skill students
Learning communities
Add permanent counselor
Counselor assigned to developmental education students
Counselor support in classroom
Link courses with assigned counselors
Counseling and instruction integrated in a cohort
Hire BSI coordinator
Basic skills counselor
Counseling and faculty meetings regarding instruction
Learning community with counselor
Cohorts with counselors

Findings:

Efforts to ensure that “*Counseling support provided is substantial, accessible, and integrated with academic course/programs*” were numerous and varied within individual colleges and among campuses. Twenty-nine colleges addressed this category. The activities listed above show multiple effective practice interventions planned at each college and a great effort to provide counseling support to basic skills students. Sixteen colleges (of 42) listed additional counseling services as a priority for better service to developmental education students. Seven colleges will implement an

“EARLY ALERT” program to support developmental education students. Five colleges will add training opportunities for counselors and two colleges will also provide support services training for basic skills faculty. Two colleges will add or change orientations to better serve basic skills students. Twelve colleges indicated they will create “bridge” programs, cohorts, or learning communities with counselor support to best meet student needs. Mandatory counselor contacts (1-3) per semester will be instituted at four colleges. Three colleges state that the UMOJA program (a model program targeting African American students) will be implemented at their campus to support basic skills students.

AREA B (Continued): PROGRAM COMPONENTS

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 following strategies have been identified by individual colleges to address this strand:

- Financial aid staff visits to classrooms
- Textbook loans to student
- Foundation grants
- Financial aid workshops for basic skill students
- Financial aid information on website
- Textbook assistance

Findings:

Financial aid information seems to be readily available to students at the selected community colleges. As fourteen percent (14%) of the colleges commented on this area, it is evident that there is only limited need to address this practice. Those colleges that are addressing this area only require a few activities to best serve their students. Among the respondents, textbook assistance seems to be the most significant resource provided in this area. Other efforts include informational classroom visits, offering foundation grants,

providing financial aid information on a website, and providing additional financial aid workshops.

AREA C: STAFF DEVELOPMENT

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 play a primary role in needs assessment, planning, and implementation 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 following strategies have been identified by individual colleges to address this strand:

Consultants (5)

Campus speaker – series

Speaker series – positives of ESL and Developmental Education

Gen X speaker

Forum

Site visits

Visiting experts

Review grants for consultation

Create an area for dialogue and collegial conversation

Communication as professionals to share ideas

Create a SD plan with incentives

Staff development for BS and ESL

Planning teaching institute

Teaching improvement training

Create teaching learning centers
Teaching learning center coordinator
Teaching learning center support staff
Hire staff development coordinator
Culturally relevant pedagogy
Inservice on Developmental Education pedagogy
Pathway to staff development regarding T/L and Developmental education
Developmental Education in strategic planning / staff development
Adjunct staff development
Professional development workshops
Create professional development center
Teaching institute
Staff development opportunities (14)
Workshops on Developmental education
Training on Developmental education
Attend conferences (16)
Local campus conferences
Create TLC
Speakers Workshops
Faculty inquiry groups
Flex workshops
Faculty retreat
Training and effective practices
Training for faculty (5)
Training for tutors
Faculty incentive for staff development
Conference budget
Stipends for staff development
Reward structure for SD
SD Stipends
Staff development funding
Stipends to adjuncts
Coordinate funding for staff development
Funding for Faculty workshops

Findings:

The emphasis placed on professional development by the colleges is evident upon review of area "C". Thirty-five of the forty-two colleges

addressed this area and most provided extensive activities to meet the need for appropriate professional development. Sixteen colleges cited the need to attend conferences as essential for staff development to best serve basic skills students. Most colleges will provide professional development opportunities with intrinsic and extrinsic rewards and incentives for faculty and staff as described in the effective practices document. Primary areas for professional development include culturally relevant pedagogy, developmental education pedagogy, teaching and learning in developmental education, developmental education in strategic planning, Basic Skills/English as a Second Language teaching methodology, and faculty teaching institutes. Nine colleges will employ consultants or speakers to further their understanding of the issues related to basic skills education while two colleges will also seek to better understand basic skills instruction by encouraging site visits and hosting visiting experts from other college campuses. Three colleges will facilitate faculty inquiry groups. Numerous colleges will employ flex workshops to provide staff development opportunities and one college will promote a faculty retreat.

Funding staff development opportunities is a priority for most colleges in this area. Providing financial incentive for staff development by allocating a sufficient budget for conference attendance, offering stipends for staff development activities, and funding attendance at faculty workshops are among the strategies used to provide incentives and reward participation. Many colleges will implement a reward structure for staff development, offer stipends for adjunct and full time faculty, as well as planning for extensive coordination of staff development funding.

AREA D: INSTRUCTIONAL PRACTICES

Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners:

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

The following strategies have been identified by individual colleges to address this strand:

Reading and Writing across the curriculum
Developmental ESL language acquisition center
Writing center
Math center
Tutoring
Critical reading
Active learning experience
Applied learning theory
Alternative methods approaches
Learning motivation theory
Learning communities
Themes
Reading lab
CD's DVD's for ESL, reading, and math
Resources for math
Learning center
Academic coaching
Supplemental instruction
First year college experience
Bridge program
Development education resources
Developmental math activities center
ESL language development center

Findings:

Colleges are employing a number of effective strategies to provide the best instructional practices on behalf of their students. Preferred instructional practices to address student needs include expanding or creating writing centers. Six colleges will offer additional writing center resources or create a writing lab to assist their basic skills students. Four colleges will add or expand reading center services to all basic skills students. Three colleges will implement writing, math, and reading across the curriculum.

Learning communities and learning centers are being implemented and supported to best serve students. Seven colleges will establish learning communities for developmental education students. Ten colleges will create or expand learning centers. These efforts include tutoring centers, developmental activities centers, math activities centers, ESL language development and acquisition centers. Available activities will include tutoring services, reading programs, critical reading skill development and courses, and supplemental instruction. Resources for these centers will include appropriate developmental education resources, CD's, DVD's for ESL/Reading/Math as well as supplemental instruction and additional resources for math instruction.

Instructional approaches will be enhanced with alternative instructional approaches, supplemental instruction, and "bridge" activities for basic skills students. Including active learning experiences, theme based instruction, applied learning theory, alternative methods approaches, and learning motivation theory in instruction will enhance the instructional effectiveness at many colleges. Supplemental instruction and academic coaching will enhance learning opportunities at six community colleges. Two colleges will implement a "first year" college experience program and one college will add a summer "bridge" program for developmental education students to provide appropriate instruction and a positive first time college experience.

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 their initiative to achieve student success and readiness. In order to perform well in college level courses, students need to acquire the basic skills that are essential to academic success. The California Community College Basic Skills Initiative provided the research, a self assessment tool, and a cost revenue model for developmental education programs, as well as funding for alternative approaches to best serve community college developmental education students. 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. The commitment to facilitating instructional improvement, enhancing student support services, providing opportunities for focused staff development, and making developmental education an organizational priority, is evident from the review of the Basic Skills Initiative action plans as can be observed below.

The self assessment tools offered colleges the opportunity to dialogue about developmental education to promote “*A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support service.*” Improving academic support, integrating student services and instruction, providing counselor support of instruction, creating or centralizing student support services, and creating additional opportunities for dialogue or training regarding organizational and administrative best practices, characterize conversations among college constituencies.

Orientation, the first college experience of most students, will be enhanced as a result of the Basic Skills Initiative. Many additional colleges are considering a mandatory orientation for students and others are requiring orientation for all basic skills students. As a result of the BSI, many colleges will “study, dialogue, or investigate” a mandatory orientation and allocate additional resources to improve their orientations and matriculation efforts.

Colleges continue to assess the effectiveness of their programs. By evaluating programs, performing program reviews evaluations, and sharing results widely, many colleges continue to improve instruction and measure student learning outcomes. As colleges continue to conduct additional research and add research capacity current practices can be evaluated and the impact of new programs can be measured appropriately.

Perhaps the most thorough attempt to address the needs of basic skills students is in the area of “*Counseling support*” found in area B3. Twenty-nine colleges addressed this category with numerous activities and multiple interventions planned at each college.

Additional counseling services, “EARLY ALERT” programs, training opportunities for counselors, enhanced orientations, “Bridge” programs, cohorts, learning communities with counselor support, and mandatory counselor contacts, will be offered. The UMOJA program will be implemented at two sites.

The dissemination of financial aid and the sharing of information regarding financial aid appear to be effective among most colleges. An indication that information is widely disseminated and that financial aid is accessible to students is that only fourteen percent of the colleges find it necessary to further address this area. Activities, including textbook assistance, classroom visits and creating web sites to share information, offering small grants, and additional financial aid workshops, demonstrate the strong commitment to providing financial assistance to all students.

Continued professional development is a priority at the California Community Colleges. Thirty-five colleges addressed this area with numerous activities. Attending conferences and other professional development opportunities with intrinsic and extrinsic rewards was noted as a priority. The data showed many colleges preferred professional development in culturally relevant pedagogy, developmental education pedagogy, teaching and learning, strategic planning, and BS/ESL teaching methods. Consultants or speakers, site visits, and visiting experts from other campuses also enhance the staff development experience. Allocating funds for professional development via stipends, funding attendance at faculty workshops, stipends for adjunct faculty, and offering extensive coordination of funding for staff development are campus priorities.

Instructional practices include expanding or creating writing centers, offering additional writing center resources, expanding reading center services, and implementing writing, math, and reading across the curriculum. Other priorities include establishing and providing resources for learning communities, creating learning centers (tutoring centers, developmental activities centers, math activities centers, ESL language development and acquisition centers) where tutoring services, reading programs, critical reading skills, and supplemental instruction can be offered. Community College

instruction will be further enhanced with improved teaching methods and applied learning theory.

The review of the action plans identifies trends in the effective practices adopted by colleges and highlights model practices that are being implemented at California's Community Colleges. The review shows that college campuses have completed the literature review, performed the basic skills self assessment, implemented locally appropriate and effective instructional practices, provided targeted staff development experiences, and created numerous programs to serve basic skills students. The review of the college plans clearly shows colleges have reflected on the best practices and instituted model practices and key features of effective strategies that align best with their needs into their programs to facilitate the success of their basic skills students.