

Antelope Valley College
Assessment Tool for Effective Practices in Basic Skills

Section D – Instructional Practices

Effective Practice D.1 – Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 1.1	Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	Spotty; Math 099, Math for Nursing, is self-directed with students reporting to the Math Center to complete class activities; EDUCO Math Lab provided.	<p>(faculty voices) Math: Students do monitor their learning, but more can be done. I think students need to be reminded about the hours they need to spend outside the classroom, and they too can keep track of those hours. In the classroom, by having interactive classes where the students get immediate feedback on problems, they can monitor their progress. Having tutors in the classroom certainly helps this and also just having them work with peers helps. Writing: <i>Students assess and monitor their own learning in and out of the classroom: My students do this in two ways—they respond to a middle of the term self-evaluation, and at the end of the semester they make selections for their portfolio. I believe my colleague,[the Composition Coordinator], is encouraging all composition faculty to implement student self-evaluations. They learn the 097/099 and 101 rubrics, so they know their grade before they submit the paper.</i> Reading: Students are able to check their answers to their homework with the faculty member in class and during office hours. The rate activities give the students immediate feedback on their performance. Students are given links to websites which provide additional activities in vocabulary and comprehension, and receive immediate feedback as they complete each activity. Students have access to grades through Blackboard, and can monitor course progress through Bb and through progress reports printed out and provided by faculty. Students are given supplemental learning activities with the answer keys, so they can check their answers as they complete the activities. They also have access to support from their SI leader, and can meet with her for follow-up work if they are having difficulty in a particular area. ESL: We do a lot of self-correction exercises in class. I have a document camera, so I have students anonymously write sentences, practicing whatever grammar concept we are studying; I then place their papers, one at a time, onto the document camera, and we correct the mistakes as a class. Self-correction can be facilitated through questioning, hinting, etc., so that students' awareness of their errors is raised, and they are able to better self-monitor and self-correct. Also, in grammar courses we conduct pre- and post-testing so that students can see their improvement over the course of a term. ESL students are also encouraged to re-test 1-2 times per year at the Assessment Center in order to monitor their own progress.</p>
D 1.2	Problem-solving and critical thinking skills are integrated into developmental education curriculum.	Yes, English 097 and 099 require student portfolios that meet specific rubric levels in order to pass to the next course.	<p>(faculty voices) Math: Problem solving - again more can be done. Students often dislike word problems, but word problems are an essential part of life. Students need to be taught how to approach word problems, so that they accept them and develop problem solving skills, rather than run away from them. Writing: <i>Problem solving and critical thinking are part of the class. Each paper assignment requires problem solving skills, especially the persuasive essay, which requires a well-reasoned and diplomatic response to issues such as caged animals in zoos, hunting animals for protection, professional boxing, and so forth. Approximately 70% of my writing assignments are based on readings, most of which are argumentative in nature. Since students agree or disagree with the issues and explain their reactions with analysis and textual evidence, critical thinking is a</i></p>

			<p><i>natural part of this process. Based on the contents of the portfolios I read as part of our Big Read, it looks like many of my colleagues are using text-based assignments with strong critical thinking components. Reading: Problem solving and critical thinking are part of the class. In READ 099, the title of the course is Critical Reading and Study Skills. Critical reading is emphasized after the student has worked to establish his/her ability to determine the main idea and supporting details for a written passage. Some of the critical thinking skills that are worked on in this class include inferring main ideas, inferring central ideas, making inferences (and determining validity of inferences), drawing conclusions, distinguishing between fact and opinion, determining tone and purpose, figuring out the elements of an argument, deciding if an author's background is sufficient and if evidence is sufficient and if supports are relevant and adequate, investigating for bias, detecting contradictions, analyzing the logic of an argument, locating fallacies in logical thought and identifying propaganda techniques...and inadequate arguments. Problem solving: determining which type of critical thinking strategy is involved in exercises covered in homework and in class, applying what they have learned to application questions. Solving analogies, figuring out the type of analogy, the correct solution, making up analogies. Evaluating websites on the Internet according to criteria provided (criteria involve critical analysis of website). ESL: The curriculum in the integrated skills courses at the two highest levels (ESL 049 and 059) include a wealth of problem solving and critical thinking skills (e.g., proposing solutions; recognizing speaker attitude; interpreting cartoons, proverbs, and graphs). In my Reading and Writing class, I have the students use the new vocabulary I am teaching in their own sentences as I am teaching them, or I may ask the students to give me the noun version of the verb we are studying, or vice versa. In my Skills Building class, the students work in pairs to come up with solutions to everyday situations, which they later have to discuss with the class...</i></p>
D 1.3	Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).	Spotty. Basic skills instructors must routinely refer students to the Learning Center for tutoring, workshops, and other services that promote cognitive progress and collaborative learning.	<p>(faculty voices) Math: Learning how they learn - this is being done to some extent. There are some math problems that can be done using numbers and also graphically. Some students are better at solving them one way versus another. It is important for students to recognize their strengths and also keep an open mind about learning new techniques. Writing: <i>Students work on metacognitive skills – learning how they learn. I stress this orally, especially after a test, but I don't have any specific written assignments that call on them to focus on learning how they learn. I really ought to include something like this. I can't comment on whether or not my colleagues are assessing this important standard.</i> Students work on metacognitive skills – learning how they learn. Yes, I do a whole essay assignment in English 097 that is entitled "meta-cognitive analysis of personal learning style." We use surveys on writing anxiety, modality preference, environment, classroom work style, etc. Reading: We discuss the reading process, how people learn information, how they store and access information, active vs. passive reading, how to become a more active reader, strategies to use when their reading becomes passive, different study strategies such as outlining vs. mapping and which is most effective for them, discussing many study strategies and deciding which are most effective for them personally. ESL: I discuss various ways to study for tests and hope the students choose the methods that best suit their learning styles. (Ex. using flashcards for reciting words and their definitions to [another student], and listening to [that student] speak the definition and word being defined). ESL students are encouraged to use "self-talk" to increase fluency and mnemonic devices to</p>

			acquire English vocabulary and grammar (e.g., 6 letters in both “lots of” and “a lot of”). In writing classes, students do pre-writing tasks...and are actively involved in editing, evaluating, and revising their own (and their classmates’) texts.
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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 D.2 – Curricula and practices that have proven to be effective in specific disciplines are employed.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 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).	Some, need more; historically this has occurred, needs to be strengthened; must formalize linkage between reading and writing. More/stronger referrals need to be made to Reading/Writing Centers.	<p>Composition courses have a strong reading component. Attempts have been made without success to establish reading groups through the Reading Center to support the reading component of composition courses. Some Writing Center tutors are also Reading Center tutors which integrates reading and writing to an extent.</p> <p>Formal referrals between composition courses and the Writing Center have been improved with the expansion of tutoring sessions for students enrolled in ENGL 095, 097, and 099. Although some components of a WAC program are in place, such as writing tutoring for any course, instructional support for discipline-specific topics (formats: MLA/APA/CSE; elements of writing assignments, etc.), and instructional resources, a full-fledged WAC program would require more space and a sufficient budget for personnel, training, resources, and technology . In May, the Writing Center began offering online writing tutoring support via SMARTHINKING, which offers WAC components such as business/technical writing and career writing.</p>
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).	50%, needs strengthening	Developmental math courses use technology (software, PC tablets, etc). There is a strong connection between math courses and the Math Center. There is no evidence of widespread use of problem-based learning or small group instruction in math classrooms, although it does occur in some.

D 2.3	Basic skills courses/programs implement effective curricula and practices for ESL.	Yes, reading and writing skills are integrated in 5 levels of ESL curricula.	Basic skills practices for ESL are effective.
D 2.4	Developmental courses/programs implement effective curricula and practices for development of study skills.	Yes, some, huge demand for more.	(faculty voices) Math: Faculty teach study skills - this is a HOT item! More has to be done. Imagine how much time we spend with the students every semester, in some cases over 60 hours for one course! Imagine using just a fraction of that time teaching students to be organized, buy a binder, develop a study routine, budget time for studying, etc... It makes a huge difference. Students sometimes have never learned ANY of these skills. What a big difference we can make, not just in the class, but in their LIVES! Writing: Faculty teach study skills as part of the class. Yes, in fact, the textbook I use has several introductory pages devoted to study skills. I will assume that most textbooks include this information, and we all encourage our students to visit the Writing Center as [faculty and tutors] work to improve their study skills. Reading: READ 099 is a combination of critical reading and study skills, so study skills is a necessary component of this course. Topics covered include time management, scheduling of homework, planning study time and review time, which study strategy is most effective and results in improved grades, following written directions, SQ3R, test-taking strategies, annotating, underlining, highlighting, note taking (particularly Cornell notes), outlining, mapping, and summarizing. ESL: Students are taught to organize their work into a 3-ring binder. Specific homework instruction and in-class study guides are offered, especially at the lower levels. Students, especially those who are struggling, are referred to the ESL Study Center for individual tutoring.

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

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

Effective Practice D.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.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 3.1	In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development)	No, needs improvement; student engagement survey will support.	(faculty voices) Math: Faculty work on student attitudes, but more can be done. Simple greetings and friendly demeanors can go a long way to motivate our students. I think we can be more supportive and caring. If students know you care, they go the extra mile, sometimes. Writing: Faculty work on student attitudes and emotions as well as class material. In my classes, we talk about motivation and attitude at the beginning of the semester; however, I usually reserve such discussions for one on one conferencing—and then only in extreme cases, so such discussions happen rarely. I can't comment on whether or not my colleagues incorporate this into their classes. Reading: Faculty work constantly to help improve student self esteem,

	as well as to teaching basic subject skills.		motivation, increase study outside of class time, help students to work collaboratively together, accept and support different points of view, help students evaluate the studying that they did prior to taking a test, and encourage them to see that studying results in improved grades, motivating them to increase their study for subsequent tests and increasing the likelihood of student success in the course. ESL: Attitude and motivation (i.e., both integrative and instrumental) are emphasized as foundational for successful English language learning. ESL student activities (e.g., lunches, potlucks, World Culture EXPO) help create a sense of community among students, which improves their attitudes and feelings about being a student. Furthermore, there is an ongoing emphasis on the necessary preparation for ESL students who will eventually take transfer-level courses (e.g., punctuality, classroom etiquette). I am always reinforcing my students' learning with positive feedback instead of negative. Much of our learning is about life skills, so discussion over having positive attitudes and emotions come into play on a consistent basis.
D 3.2	Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.	Yes, in special populations, could improve; availability of financial assistance, bus routes.	Basic skills students are benefiting from the Higher One debit card which provides immediate (no waiting) access to awarded financial aid funds.
D 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.	No; great need for Health Services Wellness Center funding, nurse, crisis intervention.	This year, the Student Development Office provided printed information and workshops to students on the topic of domestic violence. A trained school psychologist is available to help students and to refer them to appropriate outside agencies. In addition, counselors in many programs have specialized training in areas of crisis intervention, domestic violence, veterans, and students with disabilities. Additional training is needed for faculty and staff campus-wide to recognize the potential for intervention.
D 3.4	Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	More, needs to be strengthened; conditions need to be enhanced re: student engagement.	A presentation on integrating motivational techniques into instructional design was offered. No developmental instructors participated. (faculty voices) Math: Motivational techniques - more can be done. Bringing students to the board and supporting them through the process of solving a problem is an example. Giving them praise and correcting mistakes in a friendly supportive manner is important. Writing: <i>Faculty integrate motivational techniques into their course planning. Yes, but my goal is to keep these techniques academic. For instance, we have portfolio discussions on a regular basis throughout the semester, and I remind students often about how ENGL 097 is connected to the larger whole, so they understand that the skills they pick up in this class are skills that they will use in all of their college classes and beyond. I can't comment on the [Language Arts] division as a whole and the implementation of such techniques.</i> Reading: A wide variety of

			techniques are used to encourage students to work hard. Students are given immediate feedback and correction, points are earned through successful completion of activities, students often work collaboratively and support one another's learning; at times extra credit is offered for extra effort (this particular motivational strategy will be increased as the Exit examination for Reading Proficiency is implemented); students earn a combination of grades for both effort and competency on various course activities; faculty use extensive verbal and written praise to encourage legitimate efforts as well as achievement on the part of students. ESL: It is very natural for ESL faculty to draw upon the importance of learning English by means of integrative (i.e., belonging to a social group) and instrumental (i.e., obtaining a degree) motivation. Intrinsic motivation is a key part of the way that I not only try to motivate my students, but it is incorporated into each lesson because ESL students are learning English to ultimately improve their lives.
D 3.5	College programs promote basic skills students' social integration into and identification with the college environment.	ASO clubs are available for students to join.	Student Development activities and clubs encourage social integration for all students; however, no campus-wide or concerted effort is in place to identify the social integration needs of basic skills students with the college environment. A number of them do participate in student activities, such as the World Culture EXPO which provides an opportunity for ESL students to relate to the college environment by sharing their culture.

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

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

Effective Practice D.4 – Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 4.1	Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	Yes, in ESL, reading and writing classes; math needs strengthening. Learning assistance courses and tutor training have diversity components.	(faculty voices) Math: Faculty draw upon student life experience; math problems and situations are more relevant to the current times. It's important for students to be able to relate to the class. Writing: <i>Faculty draw upon student life experience for course content. The content of my composition classes is mainly based on debatable issues; however, I do let students include limited life experiences to support some of their points. As for my colleagues, I can say that over the past few years, many of them have started moving away from the personal narrative and are using more text-based assignments.</i> Reading: Throughout all of the reading classes, students discuss how the concepts learned apply to their own life experiences. In particular, [one reading instructor] uses Skip Downing's <i>On Course</i> textbook to help students see themselves as in charge of their learning, rather than as victims, and to apply this mode of thinking to their studies and to their lives in general. In addition, students are asked to respond to many readings, bringing in life experiences as a means of supporting or contradicting the various discussion questions. Students discuss, often vociferously, their life experiences and how they agree or disagree with statements they

			<p>have read or statements discussed in class. In addition, readings in READ 099...have elicited many personal reflective comments in summaries written each week as a follow-up to silent reading. Many students have recommended these books to each other, as they have found that the ideas that Harper discusses can have a profound effect on how they and their family members make life decisions. All reading courses include elements of bringing in one's personal life experiences as a way of altering viewpoints about the topics discussed. Extensive discussion is supported by all faculty. ESL: In many courses, students are required to write or speak about their personal experiences...in presentations, including portfolios; moreover, during the annual World Culture EXPO, students have the opportunity to feature their first cultures. Each lesson is based on true life experiences; students include some of their own experiences throughout the course of each unit.</p>
D 4.2	<p>Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.</p>	<p>Yes, but needs strengthening; Student Success & Equity indicates possible issues; improvement needed.</p>	<p>Faculty have not reported that they are engaging in critical dialogue and establishing compatible socio-cultural contexts for group learning; however, it can be assumed this is occurring. Certainly, clarification of this effective practice in future staff development activities could be very helpful to aid understanding and to encourage faculty engagement with this practice.</p> <p>(faculty voices) Math: Faculty communicate high expectations, but more can definitely be done. This is a number one criterion for me. Students have to realize that the quality of the education and standards cannot be compromised. Everything in our power must be done to help them, but the standards have to be high; students need to know that from day one. Writing: <i>Faculty communicate high expectations for students. We begin the semester with a thorough review of the grading rubric, so early on my ENGL 097 students know the requirements for a level 3 paper. The composition coordinator stresses the importance of the rubric and high expectations at all of our faculty meetings and retreats.</i> Reading: Faculty explain concepts and demonstrate to students the way a proficient reader would answer the questions, modeling the process that goes on behind the answering of questions. Students are expected to be able to follow this model, as teachers scaffold (initially provide extensive explanations and modeling, then gradually withdrawing the amount of support) their instruction, expecting the students to take an increasingly amount of responsibility for learning and answering the questions they are asked. Students are asked to take responsibility for their learning and for their performance in class, and to see that they, the students, are in control of their own learning. Students are constantly encouraged to take responsibility for their study and social behavior. ESL: Within the ESL curriculum, faculty often challenge students to overcome their obstacles (e.g., learning English) and to seriously consider long-term goals after ESL, such as degrees or certificates.</p>
D 4.3	<p>Developmental instruction reflects cultural sensitivity and culturally mediated instruction (e.g., the way communication and learning takes place in students' cultures).</p>	<p>Must improve, not widely adopted; needs work, look at data from Student Engagement.</p>	<p>There is little reported evidence that developmental instructional approaches take into consideration culturally mediated instruction in all areas of basic skills instruction; however, math and ESL have shown progress in this area. In addition, Student Development has committed staff and resources to activities and events that encourage campus cultural sensitivity such as Black History Month, Cinco de Mayo, Dia de Los Muertos, Tolerance Week, etc.</p>

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 What barriers/limitations exist to implementing or enhancing this practice?
 How might this practice be advanced or expanded upon in the future?

Effective Practice D.5 – A high degree of structure is provided in developmental education courses.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 5.1	A well-planned, step-by-step sequence of developmental education course offerings exists.	Yes, but is floor/level correct for reading? need lower? Check accuracy of cut scores.	<p>Some AVC developmental faculty participated in a BSI statewide meeting to ensure that courses are coded properly below the transfer level. One of the results of that participation is that reading faculty identified a gap in the sequence of reading courses and are currently creating a course to fill that gap. The Office of Institutional Research and Planning and the Assessment Center are conducting a validity study of the placements tests which will be concluded by end of term in Spring 2009.</p> <p>(faculty voices) Math: Student placement - more certainly needs to be done. In the lower level math classes, especially, sometimes students are placed below their level. Perhaps they didn't review before the placement test and missed some essential concepts, but it could be emphasized that they should review well for correct placement. Writing: <i>Students are placed correctly in basic skills courses. Generally, yes; however, there are always a few students who are not prepared. I'm referring to cases in which surface errors obscure meaning, and reading skills are almost completely lacking.</i> Reading: Students are placed correctly in basic skills courses. This has been a tremendous problem for many years. Many students are placed in reading courses that are too difficult for them (a few students place in low a course, but this is a much smaller number than those placed in too high a course); as a consequence, many students simply lack the fundamentals to be able to successfully complete the work assigned. These students either struggle though the course and fail, or drop out of the course all together. Attendance is sporadic when students are unable to succeed. Students become upset because they feel the work is too difficult, when in fact it is the student who is not prepared for the level of work in the course, and the student should have dropped the course and enrolled in a lower section of Reading. It is hoped that the research conducted this semester on the perceived preparation of Reading students for the reading courses will help to realign the cut scores used for placement, and that student success will improve as a result of better placement in reading courses.</p>
D 5.2	Well-planned, sequential courses possess a corresponding proactive academic	Yes, Early Alert program in place. Currently, no lab component in COR for reading/English	Tutoring is available for all developmental education courses, and Supplemental Instruction is now being offered for some, however, attendance is low. Peer mentors and study skills tutors are available to work with students in the Academic Skills Center. All students may meet with a Learning Specialist in order to improve their study skills and understand their learning styles. Some developmental math students can now get one-on-one tutoring in addition to assistance in the homework clinic. Math tutors

	support component.	courses.	have been embedded in a few math classes. The Office of Institutional Research and Planning and the Learning Center are conducting research including a survey on the Early Alert program to identify awareness and to identify potential ways to reach more students. This study will be completed during Spring 2009.
D 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.	Yes.	Yes.

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

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

Effective Practice D.6 – Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
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).	No, needs improvement, more, faculty/student success should be documented and shared; collection of strategies needed. Learning Center faculty employ active learning strategies on a regular basis.	There is little reported evidence that active learning is widespread in math classes; however, some math instructors are using innovative techniques to engage students. Collaborative learning is widespread in developmental writing classes and is a required part of the curriculum. SI is offered for some developmental courses in math, English, and reading, but is not strongly utilized by the faculty. (faculty voices) Math: Group learning experiences are an essential part of my classroom. Students often learn very well from their peers, and they are not shy about asking questions and helping each other out. Groups develop leadership skills and also provide a more dynamic environment where students are "doing something". They will be less bored. Writing: <i>Faculty use group learning experiences in their course planning. Over the years, I've limited group learning exercises in ENGL 097.... The students do some group work after the halfway point, but this mainly involves grammar and spelling exercises; however, some of my colleagues use more extensive group work with some success.</i> Reading: Faculty all have different models for encouraging students to work in groups. Some classes have tables moved to increase student group work, some classes encourage students to work in table groups of 2 or 3. A variety of types of groups are formed, but common to all strategies would be the idea that students work cooperatively to answer questions or figure out a task given to them. The

			<p>groups often share their experiences with other groups; some use a roving format so that different group members have defined roles, and some roles involve moving from one group to another. A common theme, however, is that students like to work in groups, and faculty strive to have all students in the group responsible for learning and for contributing ideas to the group. ESL: Faculty often interact both face-to-face and through Email regarding the selection or revision of ESL curriculum, materials, and methods. I incorporate a lot of classroom discussion as well as group work and partnering so my students truly get to know each other. Because they are all in the same situations of learning English as a second language, they can really relate to each other as they study English.</p>
D 6.2	<p>Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.</p>	<p>Spotty; yes for ESL, English, reading; math?</p>	<p>(faculty voices) Math: Student centered classrooms are essential. Are we asking students how THEY are doing? Did THEY get the concept? Feedback from students is essential, and group learning also establishes a certain degree of student centered learning with students driving each group. Writing: <i>Classrooms are student centered rather than teacher centered. I'm going to say that my ENGL 097 classes are probably 70% teacher and 30% student centered (if that makes any sense). We have regular discussions, with lots of give and take, and I capture as many of the students' ideas on the board as possible; however, I lead the discussions, I create the assignments, I grade the papers, and so forth.</i> Reading: All of the Reading classes have a variety of activities that go on during any one class meeting. There is never a class where the entire instruction is provided in a lecture format. The teacher may give assignments and the students work on them in groups, the students may work on assignments individually and share their answers with one another, students may work on computers during part of the time or read and respond to novels and other types of writing during the class period. Students figure out how to apply various strategies to, say, the dictionary, and then can ask their instructor or group partners for guidance; some activities have the students responsible for providing explanations to the class rather than having the teacher provide explanations (as a means of having the students increase the depth of their learning). There is certainly some teacher centered instruction in all classes, but as stated previously, this is one of the teaching approaches in use in any classroom. ESL: Many times, my lessons take much more time than I initially anticipate because they are always centered around meeting the specific needs and questions of my students. Their questions actually help facilitate my lessons. Many ESL activities (especially in courses that emphasize the oral skills of listening, speaking, and pronunciation) involve pairs or small groups; moreover, students are expected to give oral presentations in these classes. The ESL instructor's role is thus seen more as a facilitator rather than a controller or lecturer.</p>
D 6.3	<p>The academic and campus climate supports active learning strategies and connects developmental education students to</p>	<p>Sometimes. Needs improvement, replicating/given a voice. Student Engagement Survey to give baseline data.</p>	<p>No change, but efforts are underway to better promote active learning strategies through the restructuring of Faculty Academy and through attendance at professional development conferences. The Basic Skills Director will be instrumental in connecting development education students to the institution, faculty, staff, and other students.</p>

	the institution, faculty, staff, and other students.		
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How might this practice be advanced or expanded upon in the future?

Effective Practice D.7 – Programs align entry/exit skills among levels and link course content to college-level performance requirements.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 7.1	Developmental education course entry/exit standards are regularly reviewed and revised as needed.	Writing and math-yes; reading-no; need to be researched; SLOs must be developed.	SLOs have been developed for all courses. Reading faculty will implement a departmentalized final in Fall 2009.
D 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.	Yes, but need work on front end; was reviewed last year; needs work with cut scores; a need exists for alignment study.	Progress has been made on alignment. Research was conducted on success rates for students taking prerequisites for courses versus students testing into courses. No significant difference was found in success rates.
D 7.3	A systemic approach exists within disciplines to align developmental education course content and pedagogy	Yes for ESL; English and Math study needed as is college-level data.	Faculty in the developmental sequence also teach the transfer curriculum; therefore, there is a close alignment.

	to degree-applicable and transfer-level course content.		
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How might this practice be advanced or expanded upon in the future?

Effective Practice D.8 – Developmental education faculty routinely share instructional strategies.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 8.1	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty <i>within</i> disciplines.	Yes, composition meetings and conferences.	<p>(faculty voices) Math: Faculty meet and discuss strategies. Writing: <i>Faculty meet regularly to exchange effective practices/techniques. Yes, in fact, last year, the composition faculty met after division meetings to exchange ideas and techniques, and we have our bi-annual composition faculty retreat, which is incredibly helpful since we share new techniques, update the rubric, and share assignments that work.</i> Reading: The Reading Department has regular meetings to share effective practices and techniques, to discuss group activities being used, to look at various materials and computer software and learn how to use it, to discuss and refine grading systems, to develop new reading curricula, to examine a variety of assessment strategies, to develop SLOs, to bring information to the group from conferences attended and journals read, and to generally share professional information in the field. At present, the topics being discussed by the Reading Dept are implementing a Reading Exit Proficiency Exam, developing Distance Education equivalents for READ 150 and READ 099, realigning reading courses at AVC with the rubric developed statewide for all reading courses, meeting (better) the needs of the students at AVC, and following a vision for supporting all students at AVC who need instruction in Reading. These meetings occur several times each semester. Many adjunct reading faculty as well as both full time reading faculty attend these meetings. They have become very popular among the adjunct reading faculty as these meetings have provided a forum relevant to their interests and needs. ESL: Faculty maintain ongoing communication through Emails and face-to-face contact on campus or at conferences. Full-time and adjunct faculty participated and presented at CATESOL's State conference in April. Faculty share their effective practices (e.g., teaching ESL online) with each other. Faculty discuss new concepts and ideas learned at each conference and present together at such as well as at FLEX workshops.</p>
D 8.2	Formal processes exist that facilitate and promote the exchange	No, Faculty Academy and Basic Skills Committee	Some improvement has occurred with the creation of the Basic Skills Committee (BSC), which holds regular meetings and open forums where there is exchange of information and ideas. Also, the BSC has an open group on MyAVC that anyone (faculty, staff, administrators, students) can join; the group

	of effective instructional strategies among faculty <i>across</i> disciplines.	must address. Flex and Faculty Academy events involve composition faculty and Writing Center faculty that address WAC needs, but closer relationship between composition faculty and Writing Center faculty must be a priority.	page also contains instructional resources (handbooks, articles, etc.) that can be accessed. It is anticipated that with the Learning Center and Language Arts joining together in one division beginning 2009-2010, a closer connection will develop between composition faculty and Writing Center faculty who, for the most part, work with the same students. Writing Center faculty want to be included in composition faculty retreats, composition meetings, and norming sessions since instructional issues and concerns are similar, particularly for basic skills.
D 8.3	Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	No, see above.	Some change has occurred. Efforts to formalize the process include opportunities presented by the Basic Skills Committee, such as forums, breakout sessions at Welcome Back Day, symposiums, and Faculty Academy presentations led by committee members. A series of BSC-sponsored events were offered this year and are approved for Faculty Academy next year. OnCourse workshops are a prime example of efforts to promote exchanges.

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 D.9 – Faculty and advisors closely monitor student performance.

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 9.1	Mechanisms exist to frequently and consistently provide course performance feedback to students.	Yes, EDUCO/quizzes/feed back on papers; must strengthen feedback on papers to self-monitor. Conferences between composition instructors and	No increase in formative assessment techniques has been reported. A Faculty Academy course which included classroom assessments (CAT) had only one developmental faculty (adjunct math) in attendance. Although basic skills students meet during the semester with English faculty, the final writing portfolios created in the developmental composition sequence are not reviewed with students after the grade has been given. A mechanism in place to give students feedback about what areas of their writing need improvement would help them be better informed upon repeating the course.

		students held twice a semester; Early Alert interventions; student independent learning plans created by students and learning specialists who follow up to assess participation and progress .	
D 9.2	Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	Not all faculty use Early Alert; needs expansion; data collection in process; probation workshops to be in place; “personal” aspect not well established.	Few faculty use the Early Alert system, especially faculty teaching in the developmental sequence; however, counseling staff are now better integrated into the intervention process of the Early Alert program.

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

	Strategies Related to Effective Practice	Where Strategies Occur	Update 08-09
D 10.1	Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	Progression of skills is emphasized to meet an accelerating level of course requirements (i.e. English 097 to 099 to 101 to 102). Learning Specialists are alerted to students near basic skills maximum limit,	The Learning Center supports learning skills and study skills across the curriculum, including transfer and vocational/technical courses. SMARTHINKING, an online writing tutoring service, was purchased to create another tool for basic skills students to receive writing help. In conjunction with this service, strong referrals from faculty to the Writing Center are desirable to make it easier for basic skills students to access the service and to understand the E-instructor’s comments on their papers.

		repetition of basic skills/degree-applicable courses, etc.	
D 10.2	Learning support services are visible and centrally located, minimizing marginalization and isolation.	Learning Center has a viable location but “visibility” equates to faculty cooperation re: referrals. Programs and services need systematic marketing and publicity.	The Learning Center is not marginalized, but there still needs to be more formal referrals from faculty to services. Surveys and research conducted by the Office of Institutional Research are expected to identify ways to increase referrals.
D 10.3	Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	Yes, Learning Center encourages and provides these experiences; Library offers workshops and tutorials.	No change – still excellent.
D 10.4	A formal referral system exists between academic and student support services.	Yes, Early Alert, but needs to be used more. Relationships exist between Learning Center and DSS, STAR, EOPS, etc. that need to be stronger. Academic Skills mentoring and tutoring needs to be available for basic	An additional formal referral system was developed, but there still needs to be more faculty referrals to tutoring and to the Early Alert system. The Academic Skills Center is fully available to basic skills students with peer mentors and study skill tutors on hand to be of help.

		skills students.	
D 10.5	Tutoring is available and accessible in response to student needs/desires.	Yes, expansion of Writing Center basic skills tutoring services made on case-by-case basis by referral of instructors and approval of Writing Center Learning Specialist; need for more students to be recommended by English faculty for tutoring in Writing/Reading Center. Math tutoring available to basic skills students on a drop-in basis; appointments with counselor approval and referral.	Tutoring is now available at the Palmdale site, although faculty referrals must increase. Surveys were specifically targeted to Palmdale site students and faculty as part of the research on Early Alert to obtain data to increase referrals to Palmdale. Expansion of tutoring sessions in the Writing Center for ENGL 095, 097, and 099 students continues to exist, but only by referrals by composition instructors. Some do make formal referrals which creates a strong connection to Writing Center services. Some instructors prefer to suggest to students to go to the Writing Center, but that assumes they will do so. A formal referral is more of a guarantee.

D 10.6	All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	Yes, training is systematic in all centers within the Learning Center both in-house and via Learning Assistance sequential courses; specific basic skills tutoring needs to be addressed for new and continuing tutors.	Basic skills tutoring is a major component in tutor training.
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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.	Yes, these and more.	No change – still excellent.
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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?