

# Basic Skills Initiative 2009

## Rubric for Evaluating College Engagement in the BSI

College: \_\_\_\_\_

Self Ranking: \_\_\_\_\_

Levels of Implementation	Characteristics of Institutional Effectiveness in College Outreach Program
<p><b>Level 1</b></p> <p><b>Early Awareness</b></p>	<ul style="list-style-type: none"> <li>▪ A limited number of faculty and staff were engaged in the initial basic skills self assessment process and the creation of the college's BSI Action Plans.</li> <li>▪ Generally few faculty and staff are familiar with the Poppycopy and details of the college's Action Plans.</li> <li>▪ The college has no standing committee that meets on a regular basis to oversee Action Plan implementation and to assess college BSI efforts.</li> <li>▪ The college has no full-time coordinator dedicated to basic skills instruction.</li> <li>▪ Limited numbers of faculty have participated in BSI regional workshops and BSI conference breakouts.</li> <li>▪ The college does not formally and regularly assess and report on the implementation of its Action Plans and the effectiveness of its overall BSI effort.</li> </ul>
<p><b>Level 2</b></p> <p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>▪ The college has at least one standing committee that oversees the BSI with faculty from CTE, General Education, traditional basic skills disciplines and student support staff actively involved.</li> <li>▪ The college reviews BSI data and revises BSI Action Plans annually.</li> <li>▪ The BSI and details of the college's Action Plans are familiar to faculty and staff outside the immediate college leadership structure.</li> <li>▪ The college is piloting special intensive, contextualized, and/or cohort-based educational programs to improve basic skills outcomes for limited numbers of students.</li> <li>▪ The college regularly offers professional development activities on BSI-related topics.</li> <li>▪ The college reports on the effectiveness of its BSI efforts to the Board of Trustees.</li> </ul>
<p><b>Level 3</b></p> <p><b>Initial Cultural Transformation</b></p>	<ul style="list-style-type: none"> <li>▪ A large number of faculty and support staff have been actively and regularly involved in some aspect of the BSI.</li> <li>▪ Responsibility for supporting basic skills development is recognized by all employees as a college-wide responsibility.</li> <li>▪ The college has developed a coherent vision and integrated action plan for the improvement of learning outcomes and has aligned BSI allocations with its implementation strategies</li> <li>▪ The college has appointed a fulltime basic skills faculty coordinator or administrator.</li> <li>▪ Data on assessment levels, student success rates in basic skills, and student equity outcomes are shared widely and analyzed regularly.</li> <li>▪ The college is expanding special intensive, contextualized, and/or cohort-based educational programs to serve larger numbers of students.</li> </ul>
<p><b>Level 4</b></p> <p><b>Continuous Quality Improvement</b></p>	<ul style="list-style-type: none"> <li>▪ The college has made significant, durable changes in curriculum, programs, or institutional structures in response to BSI assessment.</li> <li>▪ Support for the basic skills students has been integrated in all aspects of the college.</li> <li>▪ All basic skills students receive special support as the result of BSI efforts.</li> <li>▪ Basic skills planning has been thoroughly integrated into program review, college educational master planning and strategic planning and reporting.</li> <li>▪ The college's basic skills student success outcomes are responding positively and consistently to college efforts.</li> </ul>

