

Chapter 18



More on Basic Skills Coordinators: Sustaining the Architect

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Imagine constructing a building with no coordination. If the framing crew did not communicate with the team laying the floor, the walls might be crooked or the entire house out of plumb. If the folks hammering away on the roost joists worked on their own, not consulting with the people installing the windows and doors just below them, someone could be hurt or the building might leak. Though each crew might do excellent work completing their specific job with technical proficiency, the ultimate outcome could be a mess, a leaning Tower of Pisa. Overall failure of the rickety structure would be evident to anyone walking in the door. Students with basic skills needs see their college career as a seamless construction, the erection of the building that houses their academic dreams. From Admissions and Records to Registration to Financial Aid to Counseling to the classroom – they are not concerned with each individual department’s excellence, but rather the alignment of these disparate parts of their educational experience, working together to create a stairway to the top floor, their pathway to success.

As we stated in the introduction, the **single greatest problem** with developmental education for many colleges is the lack of a focused, and systematic effort. (Effective practices A.1-3 in *Basic Skills as a Foundation for Student Success in California Community Colleges*, 2007). Though many sectors of an institution do excellent work with students with basic skills needs, unless those labors are coordinated, the students’ overall experience may be disjointed or unsuccessful. Often, programs that have shown documented success only work with a small cohort of students and are housed in odd pockets of a college. How can we build a structure that provides pathways to the top for all students with basic skills needs? How can we coordinate the efforts of everyone on a campus? The ASCCC feels that this work falls squarely on the shoulders of faculty, those who are given primary responsibility for student services, curriculum and programs.

For many colleges, the creation of a faculty Basic Skills Coordinator is the solution to integrate and drive the services and courses they provide for students with basic skills needs. The ASCCC paper ***A Survey of Effective Practices in Basic Skills*** (2003) examined two specific colleges with very different coordinated approaches. “One of the few centralized basic skills programs is found at Contra Costa College. This institution maintains an Academic Skills department with the same status as other academic departments. Headed by a coordinator with 60% reassigned time, this department includes basic reading, writing, and math. It includes four full-time faculty who specialize in basic skills in these three disciplines. In addition, this department is part of the Resources for Student Services and Success division, which includes library services and counseling, an organizational scheme that facilitates a close working relationship among these instructional and support services.”

“Los Medanos College employs a very effective decentralized but highly coordinated model, which has proven very effective. At Los Medanos, the Teaching and Learning Center Advisory Committee includes representatives from all disciplines and services that contribute to basic skills instruction: math, English, ESL, counseling, tutoring, and the Reading and Writing Center. Also represented are people representing general education, occupational education, college administration, and students. Chaired by the Teaching and Learning Center Director (a 50% reassigned time position), this group, working in concert with the Office of Instructional Research, provides comprehensive and systematic evaluations of all aspects of the developmental education program.”¹

These two models represent very different ways to coordinate and organize the basic skills effort with the other campus components. Recently, the ASCCC conducted a survey to collect further information on how colleges are coordinating basic skills efforts and the role of basic skills coordinators. In February of 2008, information was collected from 42 different California community colleges following two years of categorical basic skills funding. This represents about 40% of the California community college system. We learned that, characteristic of our unique and diverse California community college system, a variety of models exist. After receipt of the survey information the program coordinators conducted seven regional training events where further information about basic skills coordinators and basic skills coordination on California community college campuses was collected through facilitated discussion groups. This chapter provides information, about how some California community colleges have attempted to coordinate the basic skills initiative.

Characteristics of Basic Skills Coordinators in California Community Colleges

Of the 42 colleges that responded to the survey, 18 of those colleges have a position designated as a Basic Skills Coordinator, extrapolated to the entire system this would indicate that less 20% or 1/5 of the colleges have a person designated to coordinate this effort. (It may be higher than this if colleges that did not respond, failed to respond to the survey because they had no coordinator to answer the specific details included in the questionnaire.) Most of these Basic Skills Coordinator positions (>93%) are held by faculty. Sierra College has a fully reassigned (100%) faculty coordinator. Shasta College, on the other hand, has a 100% assigned administrator, and Citrus College has a Student Success Committee with a faculty chair, but a coordinator who is an administrator.

Let’s look at some of the demographics of our existing Basic Skills coordinators. Many of the coordinator positions are the direct result of the basic skills funding provided by the state within the last two years. Most of the Basic Skills coordinator positions (66.7%) were funded through BSI funding, while others included leveraging other funding such as Title 5 or other grant funds. This means that the coordinators are new to their positions. Only a very few colleges have experienced coordinators with years under their belt, such as Los Medanos College and Citrus College who have had coordinators for 5-6 years. Los Medanos has a shared position with Mathematics and English faculty co-chairs. The tables below show the comparable length of service, term length,

¹ Academic Senate for California Community Colleges (2003b). *A Survey of Effective Practices in Basic Skills*. Sacramento, CA. Retrieved August 24, 2004, from <http://www.academicssenate.cc.ca.us>

compensation and means of funding the position among the respondents. The majority of the coordinator positions have an undetermined length of service. **Comments on the survey made it clear that this task is not something that can be accomplished in addition to a full-time load.** In fact, many of the comments from the survey indicated that the coordination, depending upon how the college defined and organized the responsibilities, required careful analysis. (Several open-ended responses are included after the tables.) In many cases, the position was created in direct response to the recommendations in *Basic Skills as a Foundation for Student Success in California Community Colleges*, (2007) and only as a result of the basic skills funding provided by the legislature.

Most of the coordinators (13 of the 18) are relatively new having served for 1 ½ years or less.

Table 1
Length of time people have served as Basic Skills Coordinators

Length of time as Basic Skills Coordinator	Number
0-1 Semester	6
1 semester- 1 ½ years	7
2-4 years	3
5-6 years	2
Total	18

An many of the coordinators have no idea how long their term will last. Some are on semester to semester renewal based upon a concern about the funding stream. Two issues of concern arise from this: 1) this requires long term cultural change and will not be sustainable or efficacious if there is a great turnover or inability to make long term multi-year plans and 2) the Vice Chancellor and Grant monitor have repeatedly assured colleges that this funding is as permanent as any funding since it is now a line item in the state wide budget. In addition, the future professional development grants associated with the BSI funding will be for multiple years in order to allow long term planning and implementation at the statewide level. This acts as a model for the colleges to evaluate their own coordination and planning.

Table 2
Current Term Length for Coordinators

1 semester	1 - 1 ½ years	2 years	Permanent position	Undefined	Total
4	3	2	1	8	18

One factor that was quite apparent, from the comments of faculty in the field carrying out these responsibilities, is that the campus-wide coordination as explained in the *Basic Skills as a Foundation for Student Success in California Community Colleges*² cannot be done on top of a full load. The survey

²The Research, Planning and Assessment Group for California Community Colleges. (July 2007). *Basic Skills as a Foundation for Student Success in California Community Colleges*, (second edition)

defined several methods of compensating the coordinators. The regional meetings, which revealed that additional basic skills coordinator positions have been developed throughout the state after the survey was distributed.

Table 3
Compensation and Position of Coordinator

Compensation		Position
No reassigned time	4	faculty positions often added to other duties
Stipend	2 @ \$1500 per semester	faculty
Overload (unspecified amount)	1	faculty
Less than 25% reassigned	1	faculty
25-50%	4	faculty
50-75%	4	faculty
100%	2	One faculty One administrator
Total	18	

The majority of these Basic Skills Coordinators are faculty positions. Some are defined as the chair of Student Success Committees; others act in a department chair role for Academic Development departments. Cabrillo gave the faculty member who serves 50% reassign time for working with basic skills, but that particular faculty member also serves as the Writing Center Director. The Sierra College model has a faculty member that was 100% reassigned but she has a very broad scope of responsibility as the department chair, coordinator of academic foundations, director of the tutoring center and coordinator of campus-wide efforts to integrate basic skills. Only Los Medanos College has institutionalized the funding for this coordination and created a permanent co-chair position with faculty from mathematics and English. The college-wide co-coordinators at Los Medanos have shared .50 reassigned time for the past 5 years. But, in addition there have been .50 reassigned time for a Developmental Education "lead" in English and another .50 for a Developmental Education lead in Math. totaling 1.50 reassigned time for Developmental Education leadership.

Colleges who do not have designated Basic Skills Coordinators reported that volunteers have stepped up to the position or have had a previous committee chair responsibility morph or expanded to cover this essential function, but they have had no reassigned time provided even when they absorbed this additional task. For example, Palo Verde added the task to the learning skills center director and Santa Barbara City College added the responsibility to the chair of the Partnership for Student Success Steering committee chair. LA Mission commented that they have no reassigned time and no end date for the position but that faculty have stepped up to do the job because they believe in the importance of the project, and someone has to get it done. One college had a faculty member reassigned 25-50% for one semester who will not return to the position due to the inadequate reassigned time. Funding for the Basic Skills Coordinator position has come

predominately from the state basic skills funding and indicates the importance of this funding in contributing to effective practices.

How do the Basic Skills Coordinators fund their tasks or who has a budget?

Fifteen of the 18 coordinators either have oversight, control or input to a budget based upon the Basic Skills categorical funding. During the regional BSI trainings, it was apparent that funding and the budgeting of BSI allocations is not well understood at some colleges. There were numerous complaints about previous years' money not being made available or budgeting without adequate institution-wide discussion. In order to change campus culture and as indicated in the allocation document from the chancellor's office, it is imperative that colleges make this discussion inclusive and widespread. The regional trainings included facilitated discussions for college teams using the worksheets provided in chapter 20 of the handbook. Evaluations of every one of the seven regional trainings indicated very strongly that these facilitated discussions were very profitable and essential to the basic skills initiative. Another example from Los Medanos with an institutionalized basic skills effort, reveal that this college has institutionalized an annual \$12,000 budget for the Basic Skills Mathematics co chair and for the English co-chair annually from the general fund budget..

For some coordinators, the funding was under the umbrella of other efforts, considered upon request, tracked but not available, or reviewed with no real mechanism that clarified to the college how the money was being spent. It is important to remember that the statewide basic skills funding, provided to all colleges, must be accounted for in the Strategic Plan submitted to the Chancellor's Office and discussed (with links to the website) in Chapters 2 and 20 of this handbook.

What do the Basic Skills Coordinator budgets fund?

For those respondents that reported on the direction of the basic skills funding, the following activities were reported (remember that respondents could report multiple areas). These areas correlate with effective practices in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007)

- Professional development for faculty teaching basic skills courses (12)
- Student support, such as tutors, labs (10)
- curriculum development, redesign or interdisciplinary courses (5)
- Additional tutors (3)
- Tutor training (2)
- instructional materials (2)
- professional development travel (1)
- reassign for discipline faculty to work on basic skills (1)
- additional faculty led writing labs (1)
- counseling (1)
- funding additional small classes of basic skills that normally would not "make" (1)
- supplies (1)
- program needs (1)
- funding a new writing lab (1)
- reassigned time for faculty across the campus to organize, report and meet regarding basic skills issues. (1)

These examples of where colleges invested their allocation are just a small measure of the opportunities to really help students succeed. The regional training facilitated discussions following the presentation of basic skills statewide data and highlighting effective programs, resulted in more specific, unique and highly interesting plans for upcoming basic skills allocations. It should be noted here that in Chapter 19 of the handbook there are very clear requirements as to how and when this money should be spent. The money is not to be used in any way to supplant any efforts currently funded by the general fund. For instance, it is incorrect to say that existing counselors will now be funded from BSI dollars. It is allowable to hire additional counseling faculty or tutors over and above existing levels.

For some excellent Basic Skills action plans look at SMCCCD <http://www.smccd.net/accounts/bellr/BSIprogressSpring08.htm> in the appendix and Santa Monica College has great evidence based planning under their Institutional Research Site for Basic Skills at <http://www.smc.edu/apps/pub.asp?Q=1625&B=1>

Table 4
How are Basic Skills Coordinators selected for the position?

Method of selection	Number
Appointed by an Administrator	5
Appointed by senate	3
Hired using an official process and hiring committee	3
Appointed by Committee	2
Appointed in conjunction with an administrator and Senate	2
Morphed from another committee position	2
Volunteered	1
Total	18

There is a broad range of options for how Basic Skills Coordinators are selected. The largest number are selected by administrators, though some Senates and Committees are also involved. Three colleges used an official process with hiring committees involved. What would work best for your campus culture?

What Criteria are used to select Basic Skills Coordinators?

The colleges who responded to our survey had diverse answers to this question. Some have very specific job descriptions, but most do not. The survey would indicate that it is important to think and plan concerning the selection process, funding, term of service, job description and potential evaluation factors involved in this position. In appendices 3 – 6, detailed job descriptions from Cabrillo College, San Diego Mesa, Solano and Shasta are listed. In addition, Appendix 7 includes a variety of descriptors colleges can consider in creating this position. Perhaps Lake Tahoe’s simple sentence reflects the wishes and intent of many colleges who do not have a specific job description or criteria for selection: “Passion for working with basic skills students, experience in this area, and interest & willingness to take on the position.”

Where is your campus?

Finally, as Basic Skills Coordinators it is important to have a strategic timeline and implementation plan. Using the effective practices in *Basic Skills as a Foundation for Student Success in California Community Colleges*, we created a matrix and asked colleges to determine where they fell concerning implementation.³ Where is your campus?

The number in parenthesis is the number of colleges that placed assessed themselves in that column, the percent is the percentage of total responding colleges. The boldfaced data is the median response.

Evaluate the status of coordination of Basic Skills program with other existing programs and services on YOUR CAMPUS, IN YOUR OPINION, regarding the following aspects of Basic Skills work.

	Net yet begun	Beginning to develop	Developed on most of the campus	Developed campus-wide	Well Developed and Integrated into campus decision-making	Response Count
Basic Skills planning process	2.6% (1)	52.6% (20)	15.8% (6)	13.2% (5)	15.8% (6)	38
Implementation of Basic Skills as a program	13.2% (5)	52.6% (20)	13.2% (5)	10.5% (4)	10.5% (4)	38
Identification of Basic Skills Students	2.7% (1)	29.7% (11)	40.5% (15)	21.6% (8)	5.4% (2)	37
Outreach to potential unidentified Basic Skills students	31.6% (12)	50.0% (19)	10.5% (4)	5.3% (2)	2.6% (1)	38
Orientation of Basic Skills students	27.0% (10)	48.6% (18)	16.2% (6)	2.7% (1)	5.4% (2)	37
Coordinating counseling services to Basic Skills	26.3% (10)	47.4% (18)	13.2% (5)	10.5% (4)	2.6% (1)	38
Coordination of tutoring for Basic Skills students	7.9% (3)	36.8% (14)	39.5% (15)	13.2% (5)	2.6% (1)	38

³ The Research, Planning and Assessment Group for California Community Colleges. (July 2007). *Basic Skills as a Foundation for Student Success in California Community Colleges*, (second edition)

	Net yet begun	Beginning to develop	Developed on most of the campus	Developed campus-wide	Well Developed and Integrated into campus decision-making	Response Count
Integration of ESL programs with Basic Skills support	26.3% (10)	47.4% (18)	18.4% (7)	5.3% (2)	2.6% (1)	38
Organization of Basic Skills Study Skills classes	23.7% (9)	39.5% (15)	18.4% (7)	13.2% (5)	5.3% (2)	38
Coordination of Basic Skills Study Groups	36.8% (14)	42.1% (16)	13.2% (5)	5.3% (2)	2.6% (1)	38
Providing Basic Skills Professional Develop for all faculty	23.7% (9)	50.0% (19)	18.4% (7)	5.3% (2)	2.6% (1)	38
Monitoring Student Progress through Basic Skills	26.3% (10)	44.7% (17)	23.7% (9)	2.6% (1)	2.6% (1)	38
Cooperation and Understanding of discipline faculty about Basic Skills strategy	10.5% (4)	60.5% (23)	23.7% (9)	2.6% (1)	2.6% (1)	38
Coordination of Basic Skills program with other existing programs and services	18.9% (7)	54.1% (20)	16.2% (6)	8.1% (3)	2.7% (1)	37

How sophisticated are the majority of the colleges in their implementation of the basic skills effective practices? What would help to move your campus forward?

Basic Skills have a big job dealing with campus culture, cross disciplinary differences, integrating student services and instruction, investing BSI funding in the best options, and yet, this is the key to helping our students succeed. So build on architects!

Appendix Chapter 18

More on Basic Skills Coordinators: Sustaining the Architect



Appendix 1: Basic Skills Coordinator Survey

Appendix 2: Tips Drawn from Pilot Colleges' Experience in Completing the BSI Action Plan

Appendix 3: Cabrillo College Basic Skills Coordinator Job Description

Appendix 4: Solano College Basic Skills Coordinator Job Description

Appendix 5: Administrative Basic Skills Coordinator Position at Shasta College

Appendix 6: San Diego Mesa College Basic Skills Initiative Coordinator

Appendix 7: Additional Descriptors from the survey for Basic Skills Coordinators

Appendix 8: Resources for Chapter 18

Appendix 1

Basic Skills Coordinator Survey

Questions to be added later

Appendix 2

TIPS DRAWN FROM PILOT COLLEGES' EXPERIENCES

(taken from the Basic Skills Website)

http://www.cccbsi.org/Websites/basicskills/Images/Tips_Fm_PilotCollegesExp.doc

These tips describing **what colleges felt worked well** and **what they'd do "next time"** are drawn from 12 pilot college phone interviews and 29 online survey responses. Nearly all interviews included the CIO, one also included a CSSO, and three interviews included faculty. Survey responses represent eight colleges; 15 of the 29 survey responses were from faculty.

- Start now! Lack of time was a major hurdle for all the pilots. Colleges will now have twice as long (almost two semesters rather than one) to complete the self-assessment. However, we would still advise you to "start now". Do not have larger groups meet more frequently than every two weeks as participants need time to reflect and gather information between meetings.
- If possible, use an existing committee or other existing structure for the bulk of the self-assessment discussions. Alternately, consider a "retreat" approach to "get away from campus" in order to spend significant time discussing complex issues. In either case, have all the key players there. At least one college provided flex credit to faculty who participated. A few provided food.
- Colleges who were most satisfied with the self-assessment process had visible support from college leadership and substantial participation of faculty. Consider asking key department chairs (English, ESL, mathematics, counseling, learning assistance) to recommend 2-4 faculty members for participation. Most colleges tried to get as many faculty involved as possible.
- When gathering participants, consider how commitments to other major college projects may impinge on the time participants can give to the self-assessment. If possible, find ways to create synergy between projects. Pilot colleges were divided about which was more important for participants to have: energy or experience.
- Review accreditation-related and other college documents which may be useful for the self-assessment. Do not "reinvent the wheel" or replicate work. When possible, build on what you already have. *Example:* One pilot college was preparing for an accreditation review cycle and therefore starting a revision of both their Educational Master Plan and Strategic Plan. When possible, they plan to integrate items from the basic skills self-assessment planning matrices into these to institutional plans. One of the challenges that has already emerged is the need to separate what is specifically being done in basic skills from broader institutional initiatives. So, for example, in the initial consideration of staff development, there was a perception that the college is particularly strong in staff development. However, once they looked at staff development that focused on basic skills, they found that they did not do a very good job of providing staff development in the basic skills area.
- **CRITICAL.** Have leaders who are well versed in literature review. One suggestion is to "task" committee members with responsibility for being versed in the literature review-- ideally have several experts for each area. The literature review was used by most of the

pilots to provide context, create a common framework and provide legitimacy for the self-assessment process.

- Consider the use of a separate, initial process such as preceding departmental meetings to document “existing practices”. A focus group approach may also work, but it may be more difficult to get participants.
- In order to keep focus, ask new participants to review the working definition of “basic skills” on page 13 of the Basic Skills as a Foundation... publication. For the purposes of the self-assessment, the terms “basic skills” and “developmental education” are used interchangeably.
- Fostering cross-college dialogue is a primary purpose of and benefit from the self-assessment process. It is important for leadership and participants to remain open to the discussion of ideas—particularly those drawn from the 26 effective practices presented in the literature review.
- There can be a tendency for participants to respond to each item with, “Oh, we do that.” Moreover, it is difficult to get people to thoroughly read and comprehend the lit review prior to engaging in the process. Therefore, at least two colleges started with the self-assessment items, allowed participants to express their ideas, then sent participants back to the literature review for verification or revision of their assessment. This process allowed the colleges to focus more specifically on the practice or strategy.
- The self-assessment will help you develop an action plan. Keep the overall picture in mind; don’t get bogged down in lots of details which can be attended to later.
- Remember that the self-assessment tool is an internal document⁴. Use the tool in the ways most helpful to your college. As one survey respondent put it, do not “slavishly” follow the self-assessment tool. “I think that it can become distracting to try and fill in each of these boxes. It seems to me that it's less of a priority that we respond to every "best practice," and more important that we identify some practices that we want to pursue [based upon the literature review] and discuss how to proceed.”
- Decide ahead of time how to handle complaints such as “we cannot make assessment mandatory” or “we don’t have the money to do xyz”. Bad attitudes are contagious (so are good attitudes!) Sometimes people need time to vent; at the same time, avoid too much self-congratulation or immediately jumping into enthusiastic “spending mode”. Set a productive and optimistic (yet realistic) tone. Focus on what can be done.
- Plan ahead on how to include non-developmental education faculty in the self-assessment process. You may have to occasionally remind them that we all serve students with developmental education needs.

⁴ Except the planning matrices / action plans, which must be submitted to the system office.

- There is a learning curve to consider when sequencing the strands. At least one pilot college felt very clear that it was important to tackle the Instructional Practices strand after participants were comfortable using and relying on the literature review.
- Other tools to facilitate and focus discussions include handouts with definitions and literature review key points. These are especially helpful if there are “newbies” at each meeting—so valuable time is not spent orienting them.
- Facilitators should be experienced and should not “hold the marker” (i.e. use note takers for flip charts). One college used a clicker approach to ascertain the level of agreement on various items, then further discussed items for which there was not yet agreement. Another college hung “blow ups” of the self-assessment pages in order to keep discussions focused.
- “Repetition” may arise as working groups come up with similar ideas (e.g., “we need a developmental education coordinator”). You can take the view that this is positive as it confirms the desired direction of the college. Realize that having more small work groups (e.g., doing separate breakout groups for each effective practice) will “spread the work” but will also increase the amount of repetition.
- After ideas are generated, consider using a smaller group to organize them into “themes” in order to complete the planning matrices. It is difficult for a larger group to discuss budget implications.
- Use the support of other colleges in the CCC system. One college used a visiting team which they found quite helpful. Other colleges wish they had communicated more with sister institutions.
- Include a researcher to assist the self-assessment process in interpreting the available research—not as a source of blame or bad news, but as a tool for understanding institutional effectiveness.

Appendix 3

Cabrillo College Basic Skills Coordinator Job Description

Support to all campus personnel and departments in the service of expanding the instructional services to students who assess into basic skills courses. In addition, she chairs the Basic Skills/Emerging Scholars committee and makes recommendations on behalf of the committee to the Vice President of Instruction. She produces a yearly report of her activities, which she submits to the Office of Instruction.

1. Train or coordinate training for Cabrillo faculty in current trends and effective practices in basic skills education through flex workshops, division and department meetings, and individual sessions to:
 - a. Understand and participate in the California State Basic Skills Initiative
 - b. Assess and employ current effective practices at Cabrillo, in model programs at other colleges, and via appropriate organizations
 - c. Interpret and apply research (both local and external) in planning for basic skills courses and programs
 - d. Develop a coordinated action plan for the college (the Emerging Scholars Institute-ESI)
2. Facilitate meetings of the Emerging Scholars Advisory Committee to:
 - a. Bring together a range of voices on-campus to advise on the development of the Emerging Scholars Institute
 - b. Shape the logistics of the ESI
 - c. c. Create task forces/subcommittees to focus on research processes, site visits and inquiry at other colleges, and distribution of resources.
 - d. Inform committee members of changes, new information, and progress towards developing the ESI in accordance with planning at the state and regional levels.
3. Attend conferences and visit other colleges with programs that have goals and strategies that could inform the ESI
 - a. Participate in regional conferences sponsored by the Basic Skills Initiative
 - b. Participate in conferences hosted by colleges sponsored by relevant bodies working towards improvement in developmental education (such as the one-day event at Laney College Nov. 9th)
 - c. Travel to colleges elsewhere in California to observe their coordinated basic skills efforts (such as a first-year experience, learning communities, centralized programs, etc.).
4. In coordination with the Vice President of Instruction and a budget analyst, monitor basic skills money from the state:
 - a. Develop a process and forms to request and distribute funds for curriculum and professional development, instructional equipment, etc.
 - b. Consult with lab directors and other program chairs to provide in-class tutoring in basic skills classes where appropriate
 - c. Work with the Planning and Research Office to ensure that accountability measures are observed for expenditures as-needed.

5. Work with faculty to develop learning communities and other experimental approaches to basic skills education and related curriculum:
 - a. Advise faculty on the creation of new curriculum and courses
 - b. Troubleshoot related issues such as scheduling and advertising new cohorts and communities
 - c. Advise faculty on contractual matters related to developing learning communities and communicate new wrinkles to CCFT for future deliberation.

6. In consultation with Research and Planning, coordinate Cabrillo's self-assessment process and action plan for the Basic Skills Initiative
 - a. Communicate with faculty and staff across campus to identify existing strategies and programs at the college
 - b. Communicate with student services programs to identify existing support and potential gaps that could be filled via the ESI (such as EOPS, Counseling, Financial Aid, etc.)
 - c. Document existing strategies and practices campus-wide
 - d. Work with PRO to complete self-assessment documentation for internal use and potential external audit
 - e. Fine tune the college action plan for submission to the state in May

7. Participate in campus planning leading up to the establishment of an Emerging Scholars Institute
 - a. Attend relevant meetings/consult with the Facilities Planning and Advisory Committee to determine available space for the ESI in Aptos and Watsonville, as well as possible dedicated classroom space.
 - b. Consult with grant writing effort to obtain Title V monies for Cabrillo that may serve to establish the ESI
 - c. If position is extended beyond 2007-2008, participate in staffing for ESI (determining staffing needs, developing job descriptions, recruiting & hiring).
 - d. Coordinate other planning for establishing and equipping the ESI in phases.

8. Archive all campus basic skills activities.
 - a. Keep meeting notes for the Emerging Scholars Committee
 - b. Archive meetings, self-assessment and other activities on the ESI website.

Appendix 4

Solano College Basic Skills Coordinator Job Description

Basic Skills Coordinator – District Wide Assignment - (40%)

- Plan for Spring Semester projects including evaluation of plan components.
- Coordinate meetings of faculty working on basic skills projects being formulated in Spring 2007.
- Monitor progress of various basic skills projects throughout the semester.
- Evaluate effectiveness of plan components
- If possible, attend one or more conferences or workshops on Basic Skills education.
- Arrange speakers and/or workshops at Solano College related to Basic Skills instruction.
- Write and/or present a summary and review of findings, conclusions, and Basic Skills education recommendations for Solano College.
- Make recommendations to the Basic Skills Committee and to FABPAC for future expenditure

Appendix 5

Administrative Basic Skills Coordinator Position at Shasta College

Plans, directs, and coordinates the activities and operations of the Basic Skills and Adult Literacy Programs of the District.

- Develops and implements policies, procedures, and processes designed to improve student learning outcomes.
- Works with the faculty to develop programs that assist students to succeed in basic skills classes.
- Directs and coordinates the skill labs in Math, English, and Reading.
- Develops, coordinates, and administers budgets; controls and monitors expenditures in the basic skills areas in conjunction with the Dean.
- In collaboration with the faculty, leads the efforts to develop and monitor student learning outcomes in the basic skills classes and programs.
- Determines staffing needs, and makes appropriate recommendations for the Basic Skills Programs.
- Participates in the selection, training, orientation, and development of faculty and support staff.
- Directs and supervises the work of faculty and support staff in the Basic Skills Programs; reviews, approves, and conducts performance appraisals.
- Participates in a variety of administrative, board, and other meetings; conducts department meetings; works closely with faculty coordinators.
- Participates in professional organizations, and maintains an understanding and working knowledge of current ideas, research, and practices related to the Basic Skills and Adult Literacy Programs.
- Prepares written and oral reports in evaluation of student learning and basic skills.
- Coordinates and maintains computerized records on student progress in achieving goals.
- Performs other duties similar to the above in scope and function as assigned.

Appendix 6

San Diego Mesa College Basic Skills Initiative Coordinator

Reassigned Time Opportunity for Spring 2008

Approved by President's Cabinet, October 30, 2007

To coordinate the activities of the Basic Skills Initiative, a 40% faculty non-classroom reassigned time position is available for Spring 2008. This position reports to the vice president of instruction. The individual selected will work closely with the Basic Skills Success and Retention Committee, and with lead faculty in English, ESOL, Mathematics and other areas to implement the activities required under this initiative. This individual will also serve on the committee, which meets monthly. A range of disciplines and services are involved in the initiative, therefore, the coordinator will have a major responsibility to communicate broadly and effectively with many individuals and groups, as well as coordinating the preparation of a single final assessment and planning report.

Basic Skills Initiative Coordinator Responsibilities:

Basic Skills Assessment Tool and Action Plans

- Coordinate the preparation of the required BSI assessment and action plans.
 - Present the assessment and plans to the Committee and other participatory governance groups.
- Assist in the preparation of the final report due to be submitted to the state Chancellor's Office by May 2008.
- Department Basic Skills Initiatives
- Assist departments in the implementation of basic skills initiatives such as supplemental tutoring, common assessment techniques, etc.
- As appropriate, align departmental work on student learning outcomes and assessment with departmental basic skills initiatives.

Research

- Serve as liaison between departments engaged in research and the college-based researcher. Communicate research activities to the Committee
- Professional Development and Curriculum Training Activities
 - Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills professional development training.
 - Assist, coordinate and/or lead basic skills faculty development training, conferences, and workshops.
 - Assist in coordinating curriculum workshops for Mesa faculty with high school teachers.

Budget

- Serve as liaison between vice president of instruction and faculty/departments engaging in basic skills activities requiring funding.
 - Assist in monitoring funding.

Communication and Reporting

- Communicate progress on basic skills initiative activities regularly(at least twice per semester) to department faculty, the Basic Skills Success and Retention Committee, the Mesa College Academic Senate, the President's Cabinet, and other groups as appropriate.
- Provide a written report at the end of the semester on the outcomes of activities.

Application Process: This position is open to both full time and adjunct faculty. Letters of interest (maximum of two pages) should be sent to Vice President of Instruction Elizabeth Armstrong at earmstro@sdccd.edu by 4:00 pm on Friday, November 16, 2007. Letters should address the job responsibilities and requirements described above. A subcommittee of the Basic Skills Success and Retention Committee will review applications and make recommendations to the vice president, who will make the final selection.

The coordinator must see beyond the developmental education efforts, integrating efforts and educating faculty in all other disciplines and vocational courses and services.

Appendix 7
Three Tables of Descriptors for Basic Skills Coordinators
Knowledge, Skills, Abilities and Education

Descriptors of Basic Skills Coordinator Knowledge

26. Whether you have a Basic Skills Coordinator or not, please select the following KNOWLEDGE you feel are necessary to the Basic Skills Coordinator position. (Check all that apply.)		
	Response Percent	Response Count
Principles of leadership, management and supervision including planning, organizing, assigning, and reviewing work; performance appraisal and discipline; employee selection.	87.2%	34
Federal, state and other regulations pertaining to the Basic Skills and other programs and services.	79.5%	31
Current issues and opportunities in Basic Skills in California community colleges	97.4%	38
Procedures and requirements for student program eligibility.	56.4%	22
Principles and practices of program budget development, implementation and monitoring.	64.1%	25
Methods and techniques for grant proposal writing.	46.2%	18
Basic computer software use.	74.4%	29
Campus and community resources and referral agencies related to the population served.	71.8%	28
	<i>answered question</i>	39

Descriptors of Basic Skills Coordinator Skills

27. Whether you have a Basic Skills Coordinator or not, please select all of the following SKILLS you feel are necessary to the Basic Skills Coordinator position. Check all that apply.			
		Response Percent	Response Count
Planning, developing, implementing and managing a comprehensive program of services and programs for educationally disadvantaged students, including recruitment, retention and outreach.	1	92.3%	36
Reading, interpreting and applying regulations, policies, and procedures related to the program.	1	92.3%	36
Planning and tracking program budgets.	1	76.9%	30
Representing the program at a variety of internal and external committees and meetings.	1	94.9%	37
Establishing and maintaining a variety of records and data.	1	87.2%	34
Preparing effective written reports and correspondence.	1	97.4%	38
Establishing and maintaining effective working relationships with those contacted in the course of the work; sensitivity to and ability to work effectively with educationally disadvantaged students of diverse ethnic and cultural backgrounds.	1	94.9%	37
		<i>answered question</i>	39

Descriptors of Basic Skills Coordinator Abilities and Education

28. Whether you have a Basic Skills Coordinator or not, please select all of the following ABILITIES you feel are necessary to the Basic Skills Coordinator position. (Check all that apply.)			
		Response Percent	Response Count
Manage the activities and operations of a college department.		62.2%	23
Exercise initiative and creativity to meet educational needs and solve problems.		94.6%	35
Motivate faculty, staff, and colleagues to continually improve programs and services.		97.3%	36
Plan, direct, and manage the activities and operations of community college Basic Skills lab.		64.9%	24
Establish and maintain effective working relationships.		97.3%	36
		<i>answered question</i>	37

29. Whether you have a Basic Skills Coordinator or not, please select all of the following EDUCATION/EXPERIENCES you feel are necessary to the Basic Skills Coordinator position. Check all that apply.			
		Response Percent	Response Count
Master's degree, preferably in Education, with an emphasis in Reading; English; ESL; or Mathematics; OR the equivalent.		74.4%	29
Minimum of one year of formal training, internship, or leadership experience in a management role.		56.4%	22
Commitment to provide instruction for students with diverse abilities and interests. Personal qualities to work effectively and sensitively in a multicultural student environment.		94.9%	37
Understanding of and commitment to the mission and philosophy of the California community college system.		84.6%	33
		<i>answered question</i>	39

Appendix 8

Resources for Chapter 18

Academic Senate for California Community Colleges (2003b). *A Survey of Effective Practices in Basic Skills*. Sacramento, CA. Retrieved August 24, 2004, from <http://www.academicsenate.cc.ca.us>

Academic Senate for California Community Colleges. (2008) Basic Skills Coordinator Survey. Results available at www.asccc.org

Basic Skills Website. (2007) *TIPS DRAWN FROM PILOT COLLEGES' EXPERIENCES*. Retrieved from http://www.cccbsi.org/Websites/basicskills/Images/Tips_Fm_PilotCollegesExp.doc

The Research, Planning and Assessment Group for California Community Colleges. (July 2007). *Basic Skills as a Foundation for Student Success in California Community Colleges*, (second edition).