



BASIC SKILLS
INITIATIVE



BSI Winter Quarter Newsletter

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College Completing Self-Assessment



Representing both Student Services and Instruction, the Team Leaders below have been collecting data and writing drafts of the Self-Assessment Tool. Many classified staff, faculty, and administrators from every division and most departments also contributed in interviews, meetings, and the survey. Their selfless dedication to improving student success is an obvious strength of our institution.

To EVERYONE who participated . . . THANK YOU!

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Next Steps

Having finished collecting data, we are writing the Self-Assessment Tool. This complete document, including details on the findings in this Newsletter, will be ready in Week 1 of Spring Quarter.

The direct result of that Tool will be the Planning Matrix, in which our College demonstrates its commitment to better serving students at the developmental level. This document will go to Academic Senate and Senior Administration, with Presidents Chenoweth and Murphy signing on behalf of our college and submitting it to the state in May.



What's in the Planning Matrix?



According to the Chancellor's Office "Based on college-wide discussions of the review of the literature and effective practices and utilization of the self assessment tool, each college needs to complete an Action Plan. On the Action Plan template, the college will provide several five-year long-term goals for ESL/basic skills. The college will then specify 2007-08 planned actions in one or more of the areas of effective practices to reach the long-term goals In the process, the college should include planned actions that require new funds and those that will not rely on new funds. The college will also identify targeted completion dates and persons responsible."

Preliminary Findings

The qualitative results below may be viewed as tentative. They are based on 73 interviews, 150 survey responses, and review and analysis of multiple documents. The entire Self-Assessment Tool, available early Spring Quarter, will include detailed answers to hundreds of questions and data points.

Strengths

Organizational and Administrative Practices

- Institutional initiatives (e.g. Strategic Planning, Title III, Equity Plans, and SLOs) serve basic skills students.
- Stand-alone programs successfully serve basic skills students, and individuals within those programs cooperate to ensure that students' needs are met.

Challenges

- Developmental education needs to become a higher priority. Dialogues already underway must engage more members of the campus community.
- The College should strive to integrate and coordinate programs and departments and formalize links between Instruction and Student Services and between in-class and out-of-class instruction.

Strength

Program Components

- Several exemplary programs (e.g. LinC, MPS, SSRC, EOPS, Puente, 1st Year Experience) successfully integrate counseling within instruction and facilitate access to financial aid and academic support.

Challenges

- Faculty from all areas should be given opportunities to share the institution's responsibility to serve Basic Skills students.
- Better links are needed between outreach/assessment/financial aid/counseling and instruction/academic support.

Strengths

Staff Development

- The staff development program receives support from senior administration and is included in strategic planning.
- De Anza has two highly competent employees whose core responsibility is to coordinate staff development programs.

Challenges

- Resources should be dedicated to train and support faculty and staff to better serve basic skills students.
- Staff development offerings should better align with developmental education goals.

Strengths

Instructional Practices

- The college has a renewed commitment to cultural competence and individualized attention to student needs.
- Many exemplary programs (especially Puente, WRC, MPS, LinC, Tutorial, 4 Readiness Programs, EnableMath) serve Basic Skills students, and their potential for growth is very high.

Challenges

- Curriculum and pedagogy both within and outside developmental level courses need to be examined.
- Better resources and institutionalization of exemplary programs will impact vast numbers of basic skills students.