

## Basic Skills Initiative: Participant Self-Assessment Tool

Participant's Name \_\_\_\_\_

Dept/Unit: \_\_\_\_\_

**Directions:** For each of the 26 effective practices, review the CCSF inventory and assess the status of CCSF in relation to each practice. You may also consider information that has not yet been included in the inventory. Assign a numeric rating to each practice. Provide a rationale for your assessment in the space provided. You may also consider the criteria in the self-assessment section for each practice in the Poppy Copy to rate your assessment of CCSF's status. **Note:** Online access to Poppy Copy at <http://www.ccbcsi.org/publications> (e.g., Practice 1A starts on p. 106).

- Ratings:**
- 1 - Highest Priority: Should be part of objectives and action plan. State reasons for making it a priority and possible recommendation(s) related to this practice.
  - 2 – Priority: Important but complex issue that merits further investigation to determine the level of priority. Include the major issues related to this practice in your rationale.
  - 3 – This should be a low priority for CCSF. Explain in the rationale why you would rate this as a low priority.
  - 4 – CCSF has completed this practice or continues to work effectively in this area.

**Example:**

(Note: Example is just for illustration. Each respondent should respond according to his/her analysis.)

	Effective Practice	Rating	Rationale
	<b>Organizational and Administrative Practices</b>		
<b>A.1</b>	Developmental education is a clearly stated institutional priority.	4	Clearly reflected in Mission Statement, Strategic and Annual Plans, focus of on-going research with annual updating, major reports on basic skills, many grants to support basic skills development (e.g., Title 3, Carnegie, etc.), retention programs serve basic skills students, etc.
<b>A.3</b>	The developmental education program is centralized or highly coordinated.	1	College is clearly committed to basic skills and there are informal communications regarding basic skills. However, there is no “centralized or highly coordinated structure,” clearly identified individual responsible for coordination, formal mechanism for communication within basic skills or between basic skills and college-level programs and services (per the “Poppy Copy.” For possible solution, see and implement “Basic Skills Committee” proposal from 2005.

	<b>Effective Practice</b>	<b>Rating</b>	<b>Rationale</b>
	<b>Organizational and Administrative Practices</b>		
<b>A.1</b>	Developmental education is a clearly stated institutional priority.		
<b>A.2</b>	A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.		
<b>A.3</b>	The developmental education program is centralized or highly coordinated.		
<b>A.4</b>	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.		
<b>A.5</b>	A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.		
<b>A.6</b>	Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.		
<b>A.7</b>	Institutions manage faculty and student expectations regarding developmental		

	<b>Effective Practice</b>	<b>Rating</b>	<b>Rationale</b>
	education.		
	<b>Program Components</b>		
<b>B.1</b>	Orientation, assessment, and placement are mandatory for all new students.		
<b>B.2</b>	Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.		
<b>B.3</b>	Counseling support provided is substantial, accessible, and integrated with academic courses/programs.		
<b>B.4</b>	Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.		
	<b>Staff Development</b>		
<b>C.1</b>	Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional		

	<b>Effective Practice</b>	<b>Rating</b>	<b>Rationale</b>
	mission.		
<b>C.2</b>	The faculty plays a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.		
<b>C.3</b>	Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.		
<b>C.4</b>	Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.		
<b>C.5</b>	Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.		
	<b>Instructional Practices</b>		
<b>D.1</b>	Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.		

	<b>Effective Practice</b>	<b>Rating</b>	<b>Rationale</b>
<b>D.2</b>	Curricula and practices that have proven to be effective within specific disciplines are employed		
<b>D.3</b>	The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.		
<b>D.4</b>	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.		
<b>D.5</b>	A high degree of structure is provided in developmental education courses.		
<b>D.6</b>	Developmental education faculty employ a variety of instructional methods to accommodate student diversity.		
<b>D.7</b>	Programs align entry/exit skills among levels and link course content to college-level performance requirements.		
<b>D.8</b>	Developmental education faculty routinely share instructional strategies.		
<b>D.9</b>	Faculty and advisors closely monitor student performance.		

	<b>Effective Practice</b>	<b>Rating</b>	<b>Rationale</b>
<b>D.10</b>	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.		