FOOTHILL COLLEGE
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The Basic Skills Initiative & Foothill College Self-Assessment
Section A: Organizational & Administrative Practices Findings & Recommendations

Effective Practice A.1: Developmental education is a clearly stated institutional priority.

	Strategies Related to Effective Practice	Where Strategies Occur
A1.1	Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.	*The references are fragmented and are not interrelated. It is mentioned in different types of documentation, such as the Educational Master Plan; College Round Table mission; Academic Senate Minutes and reports.*
A1.2	Institutional leadership demonstrates a commitment to developmental education.	*Fragmented*
A1.3	Developmental educators are systemically included in broader college planning activities.	*Does not occur*
A1.4	Developmental education is adequately funded and staffed.	*There is an unclear reference under the department program planning for Mathematics, English, ESL and Adaptive Learning.*
A 1.5	Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.	*Does not occur.*

Effective Practice A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.

	Strategies Related to Effective Practice	Where Strategies Occur
A.2.1	A detailed statement of the mission for developmental education is clearly articulated.	*Does not occur.*
A.2.2	Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives.	*Does not occur*
A.2.3	Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	*Does not occur.*
A.2.4	Developmental education goals and objectives are clearly communicated across the institution.	*Does not occur.*

Effective Practice A.3: The developmental education program is centralized or highly coordinated.

	Strategies Related to Effective	Practice Where Strategies Occur
A.3.1	A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	*Does not occur.* *There's no identified lead faculty. Admin from each division select/identify faculty for basic skill classes. Some faculty positions are specifically identified to teach basic skills courses.*
A.3.2	Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).	*Fragmented throughout the college. Individual departments/divisions coordinate specific programs.*

A.3.3	A designated budget allocation exists for developmental education.	*Does not occur.*
A.3.4	Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.	*Does not occur. Weekly Counseling Division meetings and informal conversations.* *An informal collaborative effort occurs between faculty and staff to promote new ideas that is more entrepreneurial than bureaucratic.*
A.3.5	Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.	*Does not occur.*

Effective Practice A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

	Strategies Related to Effective Practice	**Where Strategies Occur**
A.4.1	Students are required to receive early assessment and advisement for sound educational planning.	*Occurs thru outreach, CNSL 50 course, initial counseling contact, and the educational plan write-up.* *Although college publications address the requirement of early assessment, this is not enforced and students begin classes w/o assessment. Ed. Planning is also hit & miss.*
A.4.2	Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	*Course pre-requisite clearance and advisories and counselor intervention.* *No. Students without adequate preparation are not blocked from enrolling in college-level courses. Unfortunately, students may also be advised to take college-level courses when it is not appropriate for them to do so, often due to the lack of basic skills courses available to support academic success.*
A.4.3	Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	*Does not occur. Learning communities are provided for students. No marginalization occurs since 70% of student body are basic skills.*
A.4.4	Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	*Basic skills students are monitored only after being placed on probation or disqualified and thru a Counselor/Student agreement.*

Effective Practice A.5: A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.

	Strategies Related to Effective Practice	**Where Strategies Occur**
A.5.1	Course-related learning assistance (e.g., supplemental instruction, course based tutoring) exists.	*English Writing Center, Adaptive Learning, Math My Way, and counselors assigned to specific disciplines.* *Course-related learning assistance exists via Pass the Torch, Tutorial Center, EOPS CAVE, Writing Center and DRC. However, coordination between faculty who teach the courses and academic support services is case-by-case and not consistent.*
A.5.2	Comprehensive learning systems (e.g., learning communities, course embedded counseling, team teaching) exist and include developmental education students.	*First-Year Experience, Puente, Mfumo, Math My Way, Adaptive Learning, & Pass the Torch.* *Comprehensive learning systems (e.g., learning communities, course embedded counseling, team teaching) exist and include developmental education students – FYE, Mfumo & Puente.*
A.5.3	A comprehensive learning assistance center provides support to developmental education students.	*Tutorial Center, Writing Center, Math Center, EOPS Tutoring, and Athletics. Tutoring.* *Pass the Torch is available to those students.*
A.5.4	Peers and/or faculty provide mentoring to developmental education students.	*Yes, but not in a coordinated, centralized or formalized process specifically for developmental education students.*

| | | | *Brother to brother and Pass the Torch.* |

Effective Practice A.6: Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

	Strategies Related to Effective Practice	Where Strategies Occur
A.6.1	Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.	*Yes.*
A.6.2	Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	*No. Professional development is on an individual basis.*
A.6.3	Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.	*Both occur.*
A.4.4	A sufficient portion of developmental education course sections are taught by full-time faculty and the full-time to part time ratio for basic skills is similar to the ratio for college-level classes and disciplines.	*No. (Need more data. PT Engl & Math faculty exceed the number of FT faculty and PT faculty are often not knowledgeable of the academic support services available for students, nor the departmental procedures that support student success.)*

Effective Practice A.7: Institutions manage faculty and student expectations regarding developmental education.

	Strategies Related to Effective Practice	Where Strategies Occur
A.7.1	A clearly defined and widely shared definition of "successful developmental education" exists.	*Does not occur.*
A.7.2	Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.	*Does not occur.*
A.7.3	Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	*?*
A.7.4	Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.	*Does not occur.*
A.7.5	Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.	*Does not occur.*
A.7.6	Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	*Does not occur.*

Barriers and Limitations:

- The current strategies in place are fragmented and are not interrelated.
- Decentralized approach
- There is no support for alternate credit
- Courses are not designed to meet the needs of students but to meet the needs of the different divisions.
- Block scheduling
- Inadequate assessment
- Accurate assessment is challenged by not understanding differences between being bilingual and being ESL
- There is a perception of student class division, developmental ed students vs. college ready.
- Issues with academic freedom and a centralized developmental education
- Lack of cultural competence

The Basic Skills Initiative & Foothill College Self-Assessment
Section B: Program Components Practices Findings & Recommendations

Effective Practice B.4: Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	

Financial Aid Office Response: The Financial Aid office makes several presentations to students throughout the year and has success with one-to-one contact with students who make it into the office. They are also aware that the web interactions facilitate student contact and information.

Challenges	**Recommendations**
Students want more information about financial aid. Financial aid staff would like faculty participation in disseminating information about financial aid. Also, there is no financial incentive program for developmental education students other than a few scholarships. The financial aid office "cannot and does not actively solicit aid for developmental students such as donors for scholarships."	Offer small workshops, which would combine the info session with some closer contact with individual students. Coaches and counselors can refer students to the info session. Students should be required to obtain an email account to enhance financial aid's ability to communicate with students.

Faculty Response: The faculty are the least involved with student financial aid. Some faculty make announcements in class using flyers that they received in their mailboxes or "send" students to the financial aid office. We have no idea how many/few faculty actually follow through and make announcements. Faculty are more deeply involved when asked to write letters of recommendation for scholarships.

Challenges	**Recommendations**
Many developmental students are too afraid to ask for a letter to complete their scholarship applications. For the learning communities in which many developmental students take a part (Mfumo, Puente, Pass the Torch), too much weight is placed on one person to write several recommendation letters.	Offer an info session for faculty on the financial aid process. For scholarships, the financial aid office should consider a check-off form that leaves space for a one-paragraph narrative.

Outreach Response: The Outreach staff currently makes presentations to high schools, which includes a financial component. The new student info session on campus also has a financial aid presentation that members of financial aid can make when they are available.

Challenges	**Recommendations**
Before the move to the New Student Services building, there was a financial aid person stationed in the Student Success Center. Now, students must be sent to a different location.	Give access to view financial aid screens on SIS to all Outreach staff so they can answer simple questions for students.

Students Response: Students receive information from emails sent by the financial aid office and from other students. Word of mouth is still a strong force among them. Some students respond to big, bright posters; others will just walk right by them. Some students will respond if the faculty make announcements.

Challenges	Recommendations
Getting the word out. Basic Skills students experience much intimidation and fear. They are afraid to ask faculty for letters of recommendation and don't know how to design the personal statement. Some can only check email at school. Some students don't know what questions to ask.	Offer students a ½ unit class for the financial aid information session that would make time for students to work on scholarship application during the class.

Marketing Response: For new and continuing students there is sufficient direct information. The financial aid office is not proactive in educating potential students. We have a well-developed electronic news service for all students and a specific list serve for financial aid that functions very well. There are lots of staff on hand to help students complete forms and to provide information. The FHDA Foundation is the primary solicitor of donations for all scholarships.

Challenges	Recommendations
Foothill needs to get more involved in direct solicitation. Gift of public funds is an issue. The Foundation can't do it all with limited staff. How do we reward students financially within the constraints of public education.	The Marketing department could get involved if there were more off-campus events targeting *potential* Foothill students. Direct marketing and outreach efforts aimed at educating the community of potential students about the availability of financial aid.

Effective Practice B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

Group B.2 was tasked with investigating the regularity of conducting program evaluations, the dissemination of results, and whether the data was used to improved basic skills practices. During their research, Group B.2 investigated the use of effective strategies related to this area of improving basic skills, specifically at the institutional, the departmental, and course levels, by interviewing faculty, staff, and administrators working in the areas of English as a Second Language (ESL), reading and writing, math, counseling, and college success/study skills.

In summarizing the results, Group B.2 found that <u>regular</u> program evaluations were only conducted at an institutional level, but not at a department or course level. In addition, <u>systematic</u> program evaluations were consistently conducted at an institutional level at regular intervals (every 3 years), but the department or course level evaluations were irregular and varied by department. Similarly, developmental evaluation activities were done at primarily at an institutional level, but the level at which departments engaged in these activities varied drastically by division and department. Evaluating these activities at the course level is difficult because of the decentralized nature of reviewing courses. In one case, the department faculty met weekly to evaluate their basic skills courses and students, but this was unique and not found elsewhere.

When investigating if there were a variety of summative measures used in the evaluation process, there were at an institutional level, but at the department and course level, some if any summative measures were used at all. The same was true for using multiple indices used to evaluate the efforts extended towards improving basic skills. Of the evaluative measures and

program evaluations that were performed, only a few widely disseminated or shared the results. Typically, results from effective basic skills practices were shared within a single department or at conferences. Only institutional program evaluations were shared with a variety of audiences, but these did not always include a focus on outcomes or continuous improvement. Although many program evaluations included learning outcomes at institutional, program, and course level, they did not always include definitive ways to measure and benchmark those outcomes towards continuous improvement, and rarely towards continuous improvement of basic skills students.

Overall, those Foothill College had a strong evaluation component at an institutional level, where many of the evaluation components were formalized. At the department and course level no formal process existed, and informal ones were effective, but rare among the departments. Foothill does not regularly and systematically employ effective strategies at all departmental and course levels that are required for an effective evaluation of basic skills learning and improvement. Regular program evaluations were not conducted, results were not always disseminated widely, and not always is data used to improve best practices.

Recommendations:
- ☐ Incorporate basic skills evaluative components in the formal program evaluation process for both academic and non-academic programs.
- ☐ Create a communication mechanism whereby results and successful practices, formal or informal, can be shared with the broader campus community.

B.2 Effective Practice Response Table: English as a Second Language (ESL)					
STRATEGIES RELATED TO EFFECTIVE PRACTICE			LEVELS WHERE STRATEGIES OCCUR		
			Institutional	Department/Program	Course
B.2.1	Developmental Education Course *Content /Curriculum*	How often Reviewed?	NO	Every 3 yrs acc. Title 5	Varies acc. to instructor
		How often Revised?	NO	Every 3 yrs acc. Title 5	Varies acc. to instructor
	Entry/Exit *Skills*	How often Reviewed?	Rarely	At program evaluations	At program evaluations
		How often Revised?	Rarely	At program evaluations	At program evaluations
B.2.2	Formative Program *Evaluation Activities* (Developmental)	Yes or No? How often?	Annually	Not regularly, needs more consistent data	NO
		At what Level?	P, S, T	S, T	NO
B.2.3	Summative Program Evaluation Activities (Outcomes)	Yes or No? How often?	Annually	Not regularly, needs more consistent data	On individual basis
		Which?	1, 2, 3, 4, 5, 7, 8	6, with probationary faculty & during faculty evals	NONE
B.2.4	*Indices* Used to Evaluate Efficacy of Courses /Programs (Long Term)	Multiple or None?	Multiple	Multiple	NONE
		Which?	A, B, C, D, E, F, I, K	A, B, C	NONE
B.2.5	Obtained Course/Program *Evaluation Data*	Disseminated?	YES	YES	YES, but difficult w/part-time faculty
		Used for Future Planning?	YES	YES	YES
		Used for Continuous Improvement?	Not frequent	YES	YES

B.2 Effective Practice Response Table: Reading and Writing					
STRATEGIES RELATED TO EFFECTIVE PRACTICE			LEVELS WHERE STRATEGIES OCCUR		
			Institutional	Department/Program	Course
B.2.1	Developmental Education Course *Content /Curriculum*	How often Reviewed?	NO		
		How often Revised?	NO		
	Entry/Exit *Skills*	How often Reviewed?	Rarely		
		How often Revised?	Rarely		
B.2.2	Formative Program *Evaluation Activities* (Developmental)	Yes or No? How often?	Annually		
		At what Level?	P, S, T		
B.2.3	Summative Program *Evaluation Activities* (Outcomes)	Yes or No? How often?	Annually		
		Which?	1, 2, 3, 4, 5, 7, 8		
B.2.4	*Indices* Used to Evaluate Efficacy of Courses /Programs (Long Term)	Multiple or None?	Multiple		
		Which?	A, B, C, D, E, F, I, K		
B.2.5	Obtained Course/Program *Evaluation Data*	Disseminated?	YES		
		Used for Future Planning?	YES		
		Used for Continuous Improvement?	Not frequent		

B.2 Effective Practice Response Table: Math					
STRATEGIES RELATED TO EFFECTIVE PRACTICE			LEVELS WHERE STRATEGIES OCCUR		
			Institutional	Department/Program	Course
B.2.1	Developmental Education Course *Content /Curriculum*	How often Reviewed?	NO	Weekly, formally every 3 yrs.	Continually, but not systematic
		How often Revised?	NO	Weekly, formally every 3 yrs.	Continually as needed
	Entry/Exit *Skills*	How often Reviewed?	Rarely	NO	Every 2 yrs
		How often Revised?	Rarely	NO	Every 2 yrs
B.2.2	Formative Program *Evaluation Activities* (Developmental)	Yes or No? How often?	Annually	Annually	Regular basis
		At what Level?	P, S, T	P, S, T	P (quarterly), S (quarterly), T (yearly)
B.2.3	Summative Program *Evaluation Activities* (Outcomes)	Yes or No? How often?	Annually	Annually	Somewhat on a regular basis informally
		Which?	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 4, 5, 8	1, 2, 3, 4, 5, 7
B.2.4	*Indices* Used to Evaluate Efficacy of Courses /Programs (Long Term)	Multiple or None?	Multiple	Multiple	NO
		Which?	A, B, C, D, E, F, I, K	A, B, C, D, F, G, I	F
B.2.5	Obtained Course/Program *Evaluation Data*	Disseminated?	YES	YES	YES
		Used for Future Planning?	YES	YES	YES
		Used for Continuous Improvement?	Not frequent	YES	YES

B.2 Effective Practice Response Table: Counseling					
STRATEGIES RELATED TO EFFECTIVE PRACTICE			LEVELS WHERE STRATEGIES OCCUR		
			Institutional	Department/Program	Course
B.2.1	Developmental Education Course *Content /Curriculum*	How often Reviewed?	NO	Formally - 3 yrs	YES, CNSL 53
		How often Revised?	NO	Formally - 3 yrs	YES, CNSL 53
	Entry/Exit *Skills*	How often Reviewed?	Rarely	NONE	SOME, to certain extent
		How often Revised?	Rarely	NONE	SOME, to certain extent
B.2.2	Formative Program *Evaluation Activities* (Developmental)	Yes or No? How often?	Annually	NO	NO
		At what Level?	P, S, T	NONE	NONE
B.2.3	Summative Program *Evaluation Activities* (Outcomes)	Yes or No? How often?	Annually	ALMOST NEVER every 3 yrs	ALMOST NEVER every 3 yrs
		Which?	1, 2, 3, 4, 5, 7, 8	6	6
B.2.4	*Indices* Used to Evaluate Efficacy of Courses /Programs (Long Term)	Multiple or None?	Multiple	NONE	NONE
		Which?	A, B, C, D, E, F, I, K		
B.2.5	Obtained Course/Program *Evaluation Data*	Disseminated?	YES	YES	YES
		Used for Future Planning?	YES	YES	YES
		Used for Continuous Improvement?	Not frequent	YES	YES

B.2 Effective Practice Response Table: College Success/Study Skills					
STRATEGIES RELATED TO EFFECTIVE PRACTICE			LEVELS WHERE STRATEGIES OCCUR		
			Institutional	Department/Program	Course
B.2.1	Developmental Education Course *Content /Curriculum*	How often Reviewed?	NO	NO	NO
		How often Revised?	NO	NO	NO
	Entry/Exit *Skills*	How often Reviewed?	Rarely	NONE	NONE
		How often Revised?	Rarely	NONE	NONE
B.2.2	Formative Program *Evaluation Activities* (Developmental)	Yes or No? How often?	Annually		
		At what Level?	P, S, T		
B.2.3	Summative Program *Evaluation Activities* (Outcomes)	Yes or No? How often?	Annually		
		Which?	1, 2, 3, 4, 5, 7, 8	6	
B.2.4	*Indices* Used to Evaluate Efficacy of Courses /Programs (Long Term)	Multiple or None?	Multiple		
		Which?	A, B, C, D, E, F, I, K		
B.2.5	Obtained Course/Program *Evaluation Data*	Disseminated?	YES		
		Used for Future Planning?	YES		
		Used for Continuous Improvement?	Not frequent		

The Basic Skills Initiative & Foothill College Self-Assessment
Section C: Staff Development Findings & Recommendations

Effective Practice C.1: Administrative Support of Staff Development in BS/Institutional Mission Link

Finding	Recommendation
Incentives for professional growth in pedagogy and skills targeted for teachers of basic skills should be highly valued and institutionalized.	• Host a Bay Area Consortium on Basic Skills Teaching: Invite local community colleges to share assignments • Administration actively supports attendance at conferences on basic skills topics. • College designs a mission statement that affirms commitment to basic skills professional development and initiatives. • Professional development should be thematic, ongoing, supportive and focused on learning.
Opportunities to develop learning communities that enhance basic skill student learning should be provided. These should be supported by the college infrastructure, considered essential to our mission, and rewarded by release time for planning and collaboration. While developing curriculum is part of a faculty member's "duties as assigned," the development of learning communities and collaborative curriculum requires the synchronization of multiple disciplines, teaching pedagogies and teaching schedules. This collaboration, essential to the college mission, should be supported and rewarded.	• Begin a Teaching Academy that formalizes campus conversations on effective practices for BS students. • Develop more cohort scheduling for Basic Skills students • Invite Workforce dean to develop career paths focused on Basic Skills students. • Collaborate with Counseling Division to design curriculum to meet the needs of new "tech savvy" basic skills students. • Discuss ways to motivate students to read and write. • Design curriculum in portal courses, i.e. Guidance 50 and English 100 that teaches savvy student skills and time management.

Effective Practice C.2: Faculty Primacy in Needs Assessment and Planning of Staff Development Programs

Finding	Recommendation
Many respondents commented that there was a need to have college-centered programs focused on pedagogical practices effective with developmental students.	• Speaker Panel: visit division meetings to talk about basic skills student needs in that discipline • And include adaptive learning perspectives – a traveling panel of experts to foster open dialogue • Provide staff development strand on basic skills issues

| | • Host a College Hour panel on best practices/methodologies and support services for Basic Skills students |
| | • Design a division retreat on basic skills and shop out to Divisions. |

Effective Practice C.3: Structure and Ongoing Support of Staff Development Programs

Finding	Recommendation
• Online: Annotated bibliography of good resources for teachers of basic skills students • Online: Compile research on adult learning, brain function, learning styles so faculty can access as needed • Consider pod casting panels, and the above • Have a lounge with resources and library and space to talk • Opening Day: Panel answering questions: Who are BS Students? What are Best Practices?	• Block Scheduling presents a problem for the planning of widely inclusive staff development programs because faculty work at all hours of the day. Specific needs are: • Cognitive theory • Struggling students defensive strategies • Instructional design for basic skills students • Multiple approaches for teaching basic skills

Effective Practice C.4: Characteristics of Staff Development Programs

Finding	Recommendation
The research team recognized that while 75% of our students can be described as developmental students in some areas, some faculty feel that they are not teaching basic skills students and thus have no need for training in this area.	• Build mentor programs for faculty with Basic Skills student experience to m mentor others. • Bring the On Course workshops back. • Host a panel for Basic Skills students as an orientation/reality flash to the requirements in reading and writing for a variety of courses • Host a panel for Basic Skills students encouraging persistence in their educational goals. • Help faculty develop active listening skills for conferences with Basic Skills students • Design panel to discuss ways to mitigate the culture of cheating. Also to discuss ways to convince students that learning is the objective, not only the grade.

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Data Collection:
- Data was collected predominantly from the Math and English departments, and from the Business and Social Sciences Division.
  - Math data was collected through a group discussion held during an on-campus, faculty pedagogy course.
  - English data was collected through a discussion held during a scheduled department meeting.
  - Business and Social Science Division data was collected through research surveys that went out to all divisions.
- Research surveys went out to all divisions on campus. This survey consisted of nine, open-ended questions about whether or not instructors apply particular practices in their courses and how they apply these practices. The survey focused on effective practices D.1.1, D.1.2, D.4.1, D.5.3, D.6.1, D.6.2, D8.1, D.9.1 and D.9.2.
- A total of 7 surveys were returned; no electronic copies were returned.

Findings:
- The limited amount of surveys returned demonstrate the need to gather future data through a more strategic effort where faculty and staff meet face to face to discuss basic skills in a department or division meeting.
- Surveys returned were self-selected; those instructors who responded to the survey are the same instructors who are familiar with basic skills needs and more likely to use these effective practices in the classroom.
- Definitions of terms difficult and/or varied:
  - Instructors, in general, don't appear to have a clear sense of what Culturally Responsive teaching theory and practices are or how to incorporate them into their instructional methods
  - Faculty articulate strategies that work from a practitioner's point of view, but had difficulty connecting/articulating how these strategies reflect specific theory. Generally reflects an unfamiliarity with the language of learning theory.
    - E.g., math had questions relating to the definition of learning theory, or what constitutes learning theory.
  - Understanding of how effective instructional practices work together was difficult for some faculty.
    - E.g., Faculty (Math) asserted that there is a direct conflict between "highly structured" learning and "self-directed" learning. Faculty also suggested that basic skills students were in need of structure, not self-direction. "Self-directed" was an unfamiliar term.

What is working?

- As demonstrated by the existence of pedagogy courses offered in both math and English departments, it is clear that faculty are interested and actively participating in professional growth opportunities to improve teaching methodologies and strategies that benefit basic skills students. Those who have not had these opportunities have expressed a strong interest in doing so.
- Many instructors who do work with basic skills students are attempting to collaborate with other on-campus resources to support students academically.

Recommendations:

- Institutionally supported and on-going opportunities for faculty collaboration
  - External and internal incentives for participation
  - Opening Day session on Basic Skills – define basic skills, etc.
- Institutionally supported training in the effective practices learning theories and strategies
  - Professional development and flex days
  - Workshops on current learning theories and pedagogy
  - Increased opportunities to share pedagogical and instructional practice and expectations between basic skills courses and courses not traditionally associated with basic skills
- Campus-wide pedagogy committee or taskforce made up of faculty who are interested in learning communities and cross disciplinary collaborations to organize/facilitate collaboration:
  - Committee can be made up of faculty and administration to coordinate and schedule collaborations
  - Reassigned time to organize/co-develop cross-disciplinary collaboration
- Develop central faculty meeting place for informal collaborations
  - Faculty library of materials/methodologies/theories