

MPC BSI Committee Self-Assessment Summary: Cover Sheet

Strengths

- Supporting basic skills is an implicit goal at our institution
- Many divisions, departments, support centers, and individuals succeed in accomplishing a number of the stated best practices; the self-assessment document details a number of remarkable accomplishments, efforts, and programs that truly do evidence that basic skills is an important focus in many areas across campus
- Areas where there existed some form of coordination/communication, either by a coordinator, team leader, or director, provided successful results
- A number of on-campus resources exist for basic skills students to receive support, instruction, and counseling services

Challenges

- Though supported implicitly in our institutional goals, basic skills needs to be an institutional goal that is sought more explicitly and actively
- In all areas of the self-assessment, there existed a sense of fragmentation with little or no regular coordination between areas
- As a result of the fragmentation noted above, there is a significant communication gap. The self-assessment indicates disconnection between student services and academic affairs and the need for stronger interaction between faculty
- Across the board, the self-assessment shows a lack of funds for staff, training, coordination, and counseling specifically related to basic skills instruction and support
- The college needs to promote basic skills concepts around campus, particularly to break old myths that basic skills students represent a minor and separate population from “regular,” transfer-level students
- Within the area of instruction, there exists a type of cultural resistance to the effect noted above
- There are not enough counselors or counseling hours to offer timely, consistent, and ongoing support to basic skills students
- There is lack of comprehensive student education/orientation to support centers and resources, both on and off campus; again the issue stems from fragmentation and the need for more effective communication
- Little or no support and/or opportunities exist for adjunct faculty, who constitute a significant portion of the basic skills instructors on campus; there exists a need for equity for adjuncts and more dedicated, trained basic skills full-time faculty

MPC BSI Committee Self-Assessment/Action Plan Summary

The Basic Skills Initiative (BSI) is a statewide project that provides 33.1 million dollars annually to all California community colleges (of which MPC currently receives \$115,655) in order to establish, enhance, and support programs and instruction related to student success at the developmental level. Below is an excerpt from the state BSI Steering Committee:

The Basic Skills Professional Development Initiative—Academic Fundamentals is being proposed out of the need to provide basic skills, and by extension English as a Second Language (ESL), education to students underprepared for college-level work, including those unable to pass the California High School Exit Exam; address the unmet needs of the California Community College System in the area of basic skills education as noted in the 2006 System Office Strategic Plan; and attend to the professional development needs of community college faculty as they seek to provide basic skills courses/programs in their efforts to ensure student success.

In Spring 2007, MPC formed the college's BSI Committee, an ad-hoc task force, which was charged with two responsibilities: to conduct a comprehensive self-assessment, an internal document designed to ascertain whether or not MPC currently meets stated best practices according to the state's guidelines (see Appendix I) and, based on our findings, to submit an Action Plan and Expenditure Plan to the Chancellor's Office.

In order to prepare each institution for the self-assessment process, a partnership of the Academic Senate and the statewide organizations of the Chief Instructional Officers, the Chief Student Services Officers, the Center for Student Success, and the System Office APG (Action Plan Group) conducted statewide training sessions and conferences. These meetings educated MPC's BSI members about the process, the standards, and the objectives.

In Fall 2007, the BSI Committee completed the institutional self-assessment (see Appendix II), which included a statistical data report (see Appendix III). The following BSI committee members conducted the self-assessment: John Gonzalez, Michael Gilmartin, Susan Steele, Karen Engelsen, Debbie Anthony, Hazel Ross, Jeannie Kim, Kathleen Rozman, Laurie Buchholz, Linda Bruno, Lynn Iwamoto, Marilyn Wilcox, Merry Dennehy, Paola Gilbert, Paula Norton, Penny Partch, and Terria Odom-Wolfer. Rosaleen Ryan completed the statistical data report.

In Spring 2008, the BSI Committee authored MPC's BSI Action Plan, which we now submit for your review and approval. This document communicates MPC's long-term goals and details the institution's 2007-2008 planned actions to enhance basic skills education as accorded by the BSI Committee and based on data, experiential assessment, input from a wide range of campus stakeholders, and the rubric distributed by the Chancellor's Office.

Self-Assessment Findings

Strengths and Commendations

The self-assessment indicates a number of achievements and strengths. It is clear that supporting basic skills is an implicit goal at our institution. Basic skills English and math courses appear to receive a level of funding and support in line with other courses/programs on campus.

The self-assessment also details a number of remarkable accomplishments, efforts, and programs that truly do evidence that basic skills is an important focus in many areas across campus. It appears that areas where there exists some form of coordination/communication, either by a coordinator, team leader, or director, tend to provide the most successful, sustained and perceptible results.

From institutional policy, to counseling, to staff development, to classroom instruction, and support/learning centers, it is clear that student success and awareness of student challenges and needs are important priorities institution-wide.

Lastly, perhaps the most significant strength lies in our strong foundation of existing support/learning centers and resources. A wide breadth of on-campus resources exists for students, whether basic skills or otherwise, to receive assistance, aid, instruction, and counseling.

Challenges

Though support of basic skills is an implicit institutional goal, it is clear that it needs to be an institutional priority that is sought more explicitly, actively, and broadly.

In all areas of the self-assessment, there exists a sense of fragmentation with little or no regular or formal coordination between individual areas, which has resulted in a significant communication gap and a limit to the effectiveness of individual program efforts. Along similar lines, the self-assessment indicates disconnection between student services and academic affairs and the need for stronger interaction: faculty-to-faculty, between faculty and counseling, and from program to program. There is lack of comprehensive student education/orientation about available college resources; again the issue stems from fragmentation and the need for more effective communication.

The self-assessment shows a lack of funds to adequately support and enhance staff, training, coordination, and counseling specifically related to basic skills. There are not enough counselors or counseling hours to offer timely, consistent, and ongoing support to students placed in basic skills courses. Moreover, assessment of all academic/learning support centers illustrates a lack of adequate funding for staff hours and training, particularly in light of growing student numbers in basic skills courses and the change in graduation requirement.

Currently, the concept of basic skills and the challenges, needs, and opportunities that are connected to it are not highly promoted, and there exists some preconceived and incorrect assumptions that basic skills students represent a small and separate population from “regular” (transfer-level) students. Though it appears the perceptions are changing for the better, a type of cultural resistance to basic skills awareness among faculty remains.

Action Plan Summary

Goals

For each section of the Action Plan, the BSI Committee has stated long-term goals, overarching principles that guide and will continue to guide each planned action for this and subsequent years through 2013. The goals are as follows:

Establish an organizational structure that incorporates foundational skills development into all aspects of the campus culture and coordinates support college-wide for basic skills.

Strengthen assessment, placement, orientation, counseling, and advisement service structures and processes; promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.

In collaboration with the existing Staff Development Committee, establish and sustain ongoing, coordinated opportunities for both adjunct and full-time faculty to enhance basic skills instructional methods and practices in order to provide high-level, relevant, and current instruction to students.

Sustain and enhance sound, learning-centered pedagogical practices in developmental courses and programs; actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all other levels of course offerings.

Proposed Actions/Recommendations

The BSI Committee recommends that the strongest emphasis this year be placed on improving college-wide coordination efforts, enhancing counseling services and the communication and collaboration among counseling and instruction, establishing ongoing opportunities and sufficient time for training and staff development related to basic skills instruction for both adjunct and full-time faculty, and enhancing staff/tutor availability and training in existing college learning/support centers.

Through all planned efforts, it is critical to keep in mind that there is a need to garner greater understanding of the concept of foundational skills development and its inherent interrelationship with student retention and success in every other skill, course, and program; as well, it is equally critical to maintain a balance between considering basic skills as a specific, distinct priority and preventing basic skills from becoming a separate, isolated segment of campus culture.

-End Summary-

Section A. Organizational and Administrative Practices

Effective Practice A.1: Developmental Education is a Clearly Stated Institutional Priority.

Various studies have cited institution-wide commitment to developmental education as a characteristic of exemplary developmental education programs.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. **Specify ALL levels** at which the strategy exists/occurs by **listing the programs and/or departments** which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “**institution-wide.**” If the strategy is not currently employed by your institution, simply indicate “**does not occur.**”

	Strategies Related to Effective Practice	Where Strategies Occur
A.1.1	Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.	The first bullet in the college mission statement in the Catalog indicates that one of our programs and services is “basic skills courses that enable learners with varied educational needs to succeed at college-level work.” It is also true that a significant part of our budget is de facto devoted to developmental education in mathematics, English, and composition/reading. But there is a general consensus that developmental education is not explicitly an institutional priority.
A.1.2	Institutional leadership demonstrates a commitment to developmental education.	Implicitly. But more explicit commitment would be healthy.
A.1.3	Developmental educators are systemically included in broader college planning activities.	Only informally.
A.1.4	Developmental education is adequately funded and staffed.	Developmental education is probably as well-funded as any other form of education at MPC.
A.1.5	Institutional commitment is reflected in the level of comprehensiveness and the	Developmental education is relatively fragmented. So, it is

Appendix II

extent to which developmental education is integrated into the institution.	difficult to know how comprehensive it feels from the student's perspective.
---	--

As applicable, briefly describe how this practice occurs/exists at your institution:

Implicitly and informally

What evidence exists to support the efficacy of this practice?

None at this time

What barriers/limitations exist to implementing or enhancing this practice?

MPC is pulled in many different directions. Developmental education is only one of those. It will be critical to work out a balance among the competing forces.

How might this practice be advanced or expanded upon in the future?

An explicit statement of the relative priority of developmental education and how it fits in the institutional context more broadly is essential.

Appendix II

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.

Subscribing to an overarching, articulated philosophy of developmental education that is shared among all institutional stakeholders is an acknowledged best practice according to a variety of literature sources.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

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

As applicable, briefly describe how this practice occurs/exists at your institution:

Developmental education could have any or all of many missions – e.g. preparing for collegiate level work, developing skills needed in the workplace, providing the tools for integration into community or family life, etc. MPC is probably trying to operate on all these skills, but we have not provided an explicit statement of which of these segments are our priorities. Nor have we explicitly tailored the various activities to match the specific need.

What evidence exists to support the efficacy of this practice?

Not applicable

What barriers/limitations exist to implementing or enhancing this practice?

Only time and history.

How might this practice be advanced or expanded upon in the future?

MPC could begin with the development of a mission statement for developmental education. Once this is clear, the institutional stakeholders could consider how their various programs should be constructed to be consistent with the mission.

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

Regardless of whether the institution conducts developmental education in a centralized or “mainstreamed” model, the importance of a clearly defined institutional structure is cited in literature as an effective practice.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

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
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).	Does not occur
A.3.3	A designated budget allocation exists for developmental education.	The developmental education budget is diffused across programs.
A.3.4	Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.	The learning centers on the first floor of the library provide a mechanism for coordination in some of the developmental disciplines. But not all developmental disciplines are there. Communication between student services and the developmental disciplines is informal and personality dependent.
A.3.5	Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.	Mathematics does not distinguish pre-collegiate and college-level faculty. With the hiring of two faculty members devoted to developmental writing in English, there is the potential for two sets of faculty and, thus, the need for the development of formal mechanisms.

	No formal mechanisms exist to facilitate communication between ENSL and English.
--	--

As applicable, briefly describe how this practice occurs/exists at your institution:

Some remember discussions as to whether developmental education should be centralized or coordinated. Those people do believe that the college chose coordination. However, insofar as coordination currently exists, it is a consequence of proximity and personality, not of a well-defined institutional structure.

What evidence exists to support the efficacy of this practice?

It is reasonably clear that it isn't efficacious. We have much activity going on around developmental education, but the activities are discrete and do not make up a well-constructed network.

What barriers/limitations exist to implementing or enhancing this practice?

To develop a well-articulated network of developmental education would require reconsidering or undoing some of the past facility planning that did not take coordination to be an essential component of providing developmental education.

How might this practice be advanced or expanded upon in the future?

The college community should agree on whether the coordinated approach to developmental education is the appropriate choice and then it should build the structure to ensure coordination.

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

Research studies support institutional monitoring of prerequisites as well as concurrent enrollment in developmental and other content courses. This research informs policy decisions.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
A.4.1	Students are required to receive early assessment and advisement for sound educational planning.	Students in certain matriculation categories are required to go through orientation and advising. But students can assign themselves to categories where neither is required.
A.4.2	Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	Courses have prerequisites and advisories. There is a sense that advisories are not always honored. But it is also possible that the curriculum is constructed so that a student who isn't eligible for English 111 has limited curricular choices.
A.4.3	Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	A basic skills student is not identifiable as such and, thus, marginalization is not obviously an issue.
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.	Does not occur

As applicable, briefly describe how this practice occurs/exists at your institution:

Because students in certain matriculation categories can circumvent orientation and advising, they may also avoid taking the developmental courses they need to make them successful in their other courses. However, there is a strong sense that the prerequisites and advisories are appropriately constructed.

What evidence exists to support the efficacy of this practice?

Whether students do indeed avoid developmental courses at the beginning of their educational sequence is a question worthy of investigation. It is also worth asking whether advisories are appropriately constructed so that they don't limit access to other curricular areas in which students might be able to demonstrate success.

What barriers/limitations exist to implementing or enhancing this practice?

MPC would have to change its orientation and advising practices to make these processes mandatory for more categories of students than is currently the case.

How might this practice be advanced or expanded upon in the future?

The college needs a comprehensive study both of student course-taking behavior relative to developmental courses and of the structure of advisories and their value from the perspective of student success.

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.

The majority of acknowledged studies of effective practices in developmental education call for the offering of comprehensive support services for developmental education students.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

	Strategies Related to Effective Practice	Where Strategies Occur
A.5.1	Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	It does in a variety of venues, but the various services aren't strongly networked.
A.5.2	Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	TRIO and EOPS are the only comprehensive learning systems on campus. Courses offered by Supportive Services also build in various learning systems.
A.5.3	A comprehensive learning assistance center provides support to developmental education students.	The first floor of the library has comprehensive services for language-based developmental education. The Academic Support Center – also on the first floor of the library – provides supplemental instruction in mathematics.
A.5.4	Peers and/or faculty provide mentoring to developmental education students.	Only informally.

As applicable, briefly describe how this practice occurs/exists at your institution:

Academic and student support services – many of which are individually excellent – are fragmented.

What evidence exists to support the efficacy of this practice?

None

What barriers/limitations exist to implementing or enhancing this practice?

Not all of the units offering developmental education feel that they are welcome colleagues.

It isn't clear which students are supposed to be served by which program and, thus, whether all the students who need support are receiving it.

How might this practice be advanced or expanded upon in the future?

The units involved in developmental education could strengthen their network.

Appendix II

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

Literature suggests that the pivotal role of faculty in developmental education programs underscores the need to ensure that these key personnel are knowledgeable, experienced, and motivated to work with developmental learners.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

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.	The English Department is currently hiring two developmental writing instructors. The announcement emphasizes this kind of expertise. The Math Department will attend to this issue with the hiring of the Director of the Mathematics Learning Center and future hiring of math instructors.
A.6.2	Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	Only informally. The need is particularly acute with adjunct faculty members who are involved in developmental education in English and mathematics.
A.6.3	Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.	Non-adjunct faculty in mathematics who teach developmental courses choose to do so. Elsewhere on campus, the sense that developmental education courses are of less prestige than collegiate level teaching is slowly eroding.
A.6.4	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	At the moment, adjunct faculty teach the bulk of developmental writing classes. This should change with the two new hires. Adjunct faculty in

disciplines.	mathematics are also clustered in lower-level mathematics.
--------------	--

As applicable, briefly describe how this practice occurs/exists at your institution:

Great care is taken in the recruitment and hiring of faculty.

What evidence exists to support the efficacy of this practice?

None

What barriers/limitations exist to implementing or enhancing this practice?

Many colleges and universities have instructional support offices (i.e. teaching and learning centers), places where faculty members can go to work on new teaching techniques or to get help with an instructional problem. MPC does not have such an office.

Perhaps more critically, adjunct faculty members are big players in developmental education (and elsewhere). But they do not receive any formal orientation and they have no formal instructional support.

How might this practice be advanced or expanded upon in the future?

MPC should consider how to strengthen orientation and support for all instructional faculty.

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

Literature suggests that the communication of explicit expectations for both students and program providers enhances the effectiveness of developmental education programs.

*The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. **Specify ALL levels** at which the strategy exists/occurs by **listing the programs and/or departments** which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “**institution-wide.**” If the strategy is not currently employed by your institution, simply indicate “**does not occur.**”*

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.	Informally in the English Department; but nothing institutionally.
A.7.3	Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	Only informally
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.	Only informally
A.7.6	Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	Only informally

As applicable, briefly describe how this practice occurs/exists at your institution:

There is no formal mechanism to ensure the communication of expectations to students or faculty.

What evidence exists to support the efficacy of this practice?

None

What barriers/limitations exist to implementing or enhancing this practice?

Implementing this practice will require a decision about where the responsibility lies – at the institutional, divisional, or departmental level.

How might this practice be advanced or expanded upon in the future?

MPC could include regular discussion of expectations in flex-day activities.

Section B. Program Components

Effective Practice B.1: Orientation, assessment, and placement are mandatory for all new students.

There is widespread agreement in the literature regarding the benefits of mandatory orientation, assessment, and placement for developmental education students.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

	Strategies Related to Effective Practice	Where Strategies Occur
B.1.1.	Mandatory orientation exists for all new students.	The current orientation program currently has mixed results. The process is currently being reviewed to better identify and capture matriculating students for orientation.
B.1.2. B.1.3	Mandatory assessment exists for all new students. Mandatory placement exists for all new students. <i>(note: these two strategies were considered together)</i>	Currently, students who are taking English or ENSL are required to assess only if they don't have transcripts to document prerequisites. Math assessment currently involves “informed placement” and uses transcripts to inform course placement. Students have the option of taking challenge exams for alternate placement.
B.1.4	Expanded pre-enrollment activities exist for students placed into developmental education.	Currently, few activities exist, but not institutional-wide. This practice has really not been addressed.
B.1.5	Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	Currently, this practice has not really been addressed. We are in the process of better understanding our data.

As applicable, briefly describe how this practice occurs/exists at your institution:

See above.

What evidence exists to support the efficacy of this practice?

No formal evidence exists.

What barriers/limitations exist to implementing or enhancing this practice?

Students attempt to avoid orientation; the culture of the college does not, at this point, strongly support an orientation program; no centralized, consistent location for orientation program. Assessment results not easily available to counselors via Santa Rosa. Currently there is not a drop-in assessment center and paper/pencil assessment instruments are used which have different proctoring needs (plans in place for computerized assessments in a drop-in center in the new SS building, estimated Summer 2010). There will be a need for getting institutional buy-in for mandatory assessments and placement. Pre-enrollment program not developed; a dialogue needs to include both instructional and counseling faculty. 2. Hard to find enough classes for developmental students to create full-time load. 3. Many students get “stuck” in developmental with minimal other services / courses / options.

How might this practice be advanced or expanded upon in the future?

Expand the orientation audience to include K-12, personal interest and other students; create multiple modalities for offering orientation; include orientation as part of gateway classes and introductory vocational courses; standardize location and presentation across campus (ie. Matriculation, EOPS, ISP, Athletes, Nursing, etc.)

Evidence suggests that mandatory assessments would be advisable. Results of MPC ENGL placement are questionable; results do not always seem to reflect students' ability.

Propose advocacy for mandatory assessments and placements as the resources and facilities are made available. Need: practice tests, labs for skill review, challenge exams, re-testing and appeal processes, multiple measures. Easily available assessment results for counselors.

Pre-enrollment activities need to be advanced and expanded. Explore options, different modes of delivery. Note: coordinate with Adult Education and library literacy program; also, work with continuation high schools. More exposure at our feeder high schools. Also, include more info/handouts in orientation, and in college publications / outreach material.

Appendix II

A centralized coordinating body does not currently exist to address this for developmental students. Need to expose the entire institution to the relationship between assessment, placement, retention, and persistence. MAC committee will review this yearly.

Appendix II

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

Various studies provide evidence that comprehensive and systematic program evaluation is a hallmark of successful development education programs.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

	Strategies Related to Effective Practice	Where Strategies Occur
B.2.1	Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	The college does not, in general, look at developmental courses any differently than at other courses. All courses are reviewed regularly by the college Curriculum Advisory Committee. Student Learning Outcomes are being created and finalized by instruction and student services.
B.2.2	<u>Formative</u> program evaluation activities occur on a regular basis. <u>Summative</u> program evaluation activities occur on a regular basis.	Program reviews occur on campus on a regular basis. The college has experience in this area that can be expanded. Existing program reviews are conducted program by program; no comprehensive review is done.
B.2.4	Multiple indices exist to evaluate the efficacy of developmental education courses and programs.	Does not occur
B.2.5	Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	The results in this area have been mixed. Some data is available, but not enough to provide a clear picture of how our students do over time, and/or the effect of special programs.

As applicable, briefly describe how this practice occurs/exists at your institution:

See above

What evidence exists to support the efficacy of this practice?

Courses are (supposed to be) reviewed every six years.

What barriers/limitations exist to implementing or enhancing this practice?

“Academic Freedom” issues; time; staffing. Information is not shared across departments as much as it could be. 2. More data about developmental students and their progress is needed. 3. A comprehensive, holistic approach is probably most beneficial.

How might this practice be advanced or expanded upon in the future?

Communication among developmental instructors can be beneficial. A strategic plan of pre and post testing can provide outcome indicators. Campus-wide coordination of all efforts to support basic skills students is needed, to include pre-enrollment activities, courses, services, and follow-up. Regular data needs to be available; yearly reports demonstrating how students are doing in subsequent semesters. Different kinds of data collection and evaluation may be explored to provide options. (Bring back Research Methods course, provide class projects to those students.)

Appendix II

Effective Practice B.3: Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

According to the literature, a strong counseling component is characteristic of successful developmental education programs.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
B.3.1	A proactive counseling/advising structure that included intensive monitoring and advising serves students placed into developmental education courses.	This is not being adequately addressed. Data seems to indicate that not enough students are persisting and going on.
B.3.2	Counseling and instruction are integrated into the developmental education program.	
B.3.3	Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	Designated counselors (Supportive Services, EOPS, etc.) are available; but this is an emerging area to be addressed.
B.3.4	Counseling of developmental education students occurs early in the semester / quarter.	This is not being adequately addressed. (Note: EOPS and Supportive Services do address the needs of these students early in the semester.)

As applicable, briefly describe how this practice occurs/exists at your institution:

See above

What evidence exists to support the efficacy of this practice?

Though some data indicates that students who participate in several counseling sessions each semester do better, we only have anecdotal information to support the efficacy of such practices.

What barriers/limitations exist to implementing or enhancing this practice?

There is currently not a coordinated developmental education program. Institutional buy-in needs to be confirmed. There is currently not a counselor dedicated to work with students taking developmental courses. We don't currently identify or "capture" these students to ensure they access counseling (note: they are not necessarily "matriculation" students – but may be).

How might this practice be advanced or expanded upon in the future?

Learning communities may be a way of addressing this need. Involving counselors in the classroom (basic skills and ENSL) and incorporating academic support services with classroom experiences may be beneficial.

MPC can benefit from having a counselor dedicated for students taking developmental courses. Training is beneficial for all counselors, faculty and staff in working most effectively with the needs of students taking basic skills classes.

Students taking developmental classes should see a counselor both in the beginning and the end of each semester. In-class orientations would be beneficial to ensure consistent dissemination of important information.

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.

Studies have correlated provision of financial aid with increased student success. Financial aid allows developmental students to focus more purposefully on their academic work.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

	Strategies Related to Effective Practice	Where Strategies Occur
B.4.1	Outreach and proactive mechanisms exist to educate developmental students about various opportunities to	This is an area that is emerging and shows promise. Many outreach and proactive mechanisms exist, but not specifically targeting students taking

Appendix II

	acquire financial aid.	developmental courses.
B.4.2	Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.	Does not occur
B.4.3	The institution actively solicits additional aid sources in support of developmental students (e.g. potential scholarship donors or textbook grants.)	Does not occur
B.4.4	The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	Does not occur

As applicable, briefly describe how this practice occurs/exists at your institution:

See above

What evidence exists to support the efficacy of this practice?

Financial Aid program review where applicable

What barriers/limitations exist to implementing or enhancing this practice?

Basic Skills courses must be limited to courses at the high school level. They must be remedial courses that prepare the student for the course work that they need to get a degree or certificate. The student must also be making progress toward the degree/certificate while taking basic skills courses. How would it be possible to ID “developmental” students? Fed FA rules – there is a limitation to how many basic skills a student can take. If a student is taking all basic skills classes, they are not eligible for financial aid. (BOGFW is available.)

How might this practice be advanced or expanded upon in the future?

Find a way to get this information to students taking developmental courses; coordinate services for these students (hands on support, class presentations). Promote Financial Aid information in the learning labs, and other areas where students taking developmental classes congregate. Make grants available to students taking developmental courses. Work with counselors to identify students who have financial needs.

Section C. Staff Development

Effective Practice C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

The research and analytical literature consistently points to the relationship of high-level administrative support to the success of faculty in developmental programs and services.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
C.1.1	Department, program, and/or institutional goals related to the improvement of developmental education are established.	Does not specifically occur institutionally. Does occur in some departments and divisions.
C.1.2	Professional development activities for developmental education faculty and staff are actively supported by senior administration.	Senior Administration supports faculty and staff professional development in general but not specifically for developmental education.

As applicable, briefly describe how this practice occurs/exists at your institution:

Institutional goals do not mention developmental education, but do list faculty and staff development as institutional goals. Divisional goals in some divisions and departments specifically in the Humanities Division do address developmental education issues. An Associate Dean of Student Services chairs the Faculty and Staff Development Committee. Other deans and the Vice Presidents are supportive of faculty and staff development in general if not specifically for developmental education.

What evidence exists to support the efficacy of this practice?

Evidence of the goals would be found in the Humanities Division program review documents. Evidence of the support of faculty and staff development by senior administration would be

approvals they have given for developmental education faculty and staff to attend professional development activities. Also, the efforts of the Associate Dean chairing the Faculty and Staff Development Committee can be documented.

What barriers/limitations exist to implementing or enhancing this practice?

Specific institutional goals and objectives for developmental education improvement and the professional development of faculty and staff in that area have not been created and approved by the college. Faculty and Staff Development funding has been limited and is awarded on a first come, first serve basis. This funding has never been awarded based on any specific criteria such as the area of the faculty and staff requesting the funds.

How might this practice be advanced or expanded upon in the future?

The college needs to review its long term institutional goals to incorporate the improvement of developmental education. Also, divisions and departments dealing with developmental education should be encouraged to review their goals dealing with developmental education and the professional development of faculty and staff in that area.

Senior administration should include professional development for developmental faculty and staff in their component goals for each year. They should also continue to support efforts of the college Faculty and Staff Development Committee through both time and resources whenever possible. Senior Administrators who have access to funds that could be used for this type of professional development should consider allocating dollars to this type of activity.

Effective Practice C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Contemporary literature on staff development theory and practice supports the assertion that staff development activities should be designed by faculty who know their needs, can develop forums geared toward teaching excellence, and can design sustained and collective efforts.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
C.2.1	Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	Staff Development committee; Flex Day committee; project proposals by faculty;
C.2.2	Developmental education staff development activities address both educational theory and practice.	Past and future staff development programs
C.2.3	Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	Campus-wide during flex days
C.2.4	The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	Data not available
C.2.5	New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	New full time faculty orientation; peer mentoring
C.2.6	Staff development activities promote interactions among instructors.	Staff development program format; Academic Senate

As applicable, briefly describe how this practice occurs/exists at your institution:

C.2.1: Flex Day Scheduling committee: Laurie Buchholz, TRIO; LaRon Johnson, Counselor; Heather Faust, and Laura Loop.

Staff Development Committee: Alexis Copeland, Developmental faculty, Susan Villa, classified; Bill Easton, faculty, Susan Osorio, Administration. \$37,000 of Staff development money was awarded to faculty to attend workshops and conferences for 2006-2007. Activities related to developmental education include: internet librarian conference, California Mathematics Council for Community Colleges Conference, and Assoc. for Higher Education and Disability Convention. The summary of funds is attached.

C.2.2: Flex programs for Spring/Fall 2007 have presentations/workshops related to: Enrollment and retention, the Big Read, a cross disciplinary event on campus, talking about teaching and student learning styles.

C.2.5: New faculty are given an extensive orientation by Human Resources and Mary Nelson facilitates peer mentoring, a matching of senior and new faculty. (See C.4.1 for more details)

The Spring 2008 program (attached) is dedicated to Basic Skills issues.

C2.6: Academic Senate states as a primary goal: Initiate and support a series of faculty discussions called "Let's talk about teaching". Topics for these discussions area many, but might include: SLOs; Assessment; Instructional Strategies; Sabbatical Presentations; What the Best College Teachers Do; Challenging" students; Basic Skills strategies

Academic Senate goals related to Basic Skills:

Foster academic excellence and critical thinking across the curriculum.

"Spearhead a faculty lead effort to establish Basic Skills best practices on the MPC campus:

- Send our Basic Skill representative to statewide workshops and conferences.
- Use "Let's Talk About Teaching" discussions as a means to determine how to address Basic Skills issues on the MPC campus.
- Provide opportunity for an increase in dialog between the traditional instructional faculty and the supportive services.
- Invite Basic Skills experts to give guest lectures on Basic Skills practices"

A second senate goal is to:

- Host invigorating and engaging flex days each semester
- Plan throughout the semester
- Upgrade the Flex Day Committee to an Academic Senate standing committee similar in stature to the COC or the Equivalency committee

- Set up a “template” to make it easy for future Flex Day Committees to plan for flex days

What evidence exists to support the efficacy of this practice?

C.2.1: Conference and workshop requests come from all sectors of campus and reflect faculty interest in updating their skills.

C.2.2: The Flex Program reflects faculty interest in understanding student-focused issues regarding success and retention and becoming familiar with the changing profile of the community college student.

C.2.3: No figures available about rate of attendance.

C.2.4: No data available about the evaluation process, though one exists.

C.2.5: No hard data received about the success rate of orientation or mentoring, but anecdotal feedback shows that it is valued by new faculty.

C.2.6: No hard data received on level of interactions, but all of the breakout sessions are lively and faculty spend lots of time interacting before, during and after the flex program.

What barriers/limitations exist to implementing or enhancing this practice?

One barrier is the lack of services for adjunct faculty at MPC

How might this practice be advanced or expanded upon in the future?

Open up the orientation and mentoring to adjunct faculty as well.

Appendix II

Effective Practice C.3: 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.

Clearly articulated goals linked to systematic sets of programs and activities are a key factor in successful staff development.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Note: The following short report is based on a small sampling of responses from some key departments/programs at MPC. It is not a comprehensive collection of information about all that occurs at MPC regarding developmental education staff development activities.

Strategies Related to Effective Practice		Where Strategies Occur
C.3.1	Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	Flex Week Reading Center ESSC
C.3.2	Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.	ESL Reading Center
C.3.3	Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	Does not occur

All departments/programs reported the lack of adequate funding for staff development activities

As applicable, briefly describe how this practice occurs/exists at your institution:

C.3.1: The ESL department reported that faculty tutoring workshops are a regular part of their flex-week schedule, while the Reading Center indicated that all new hires must participate in a comprehensive training session and then are monitored and mentored as they work with students. In addition, Reading Center staff attend weekly training sessions throughout the semester. Also, the ESSC offers some in-service training each semester for faculty and staff, of which approximately three hours is devoted to basic skills issues.

Appendix II

C.3.2: While most departments/programs consulted report the "informal exchange" of ideas and information relating to basic skills issues, the ESL department holds monthly meetings where basic skills issues are discussed and the Reading Center, as mentioned above, requires attendance at weekly training sessions where program methodology (basic skills focused) is taught.

C.3.3: Activities are coordinated by specific designated staff as part of their core responsibilities.

What evidence exists to support the efficacy of this practice?

No evidence exists.

What barriers/limitations exist to implementing or enhancing this practice?

The ESL department mentioned that adjunct faculty are often unable to attend staff development activities.

How might this practice be advanced or expanded upon in the future?

It is evident from the information gathered for this report that faculty in all departments and programs are engaged in collaborative "self-development" but that these efforts are informal and ad hoc. When an issue or problem with developmental students arises, faculty discuss and work toward a resolution of the issue, usually at a department meeting, through email correspondence, or while attending (or after) a conference.

One faculty mentioned that it would be helpful if there were a "time of common availability" (a "dead hour") on campus when ALL faculty could meet for staff development activities. Also, several responders said that if adjunct faculty were paid to attend staff development activities, more collaboration would occur.

Appendix II

Effective Practice C.4: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Literature and research on faculty development contains a broad spectrum of theoretical frameworks and specific programmatic activities that can support the improvement of developmental education teaching and learning.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice	Where Strategies Occur
C .4 .1	Peer Mentoring
Institutional-wide; Nursing	
C .4 .2	Instructional Consultation
Nursing	
C .4 .3	Reflective Teaching
Institutional-wide	
C .4 .4	Scholarship of Teaching & Learning
Does not occur	
C .4 .5	Classroom Assessment Techniques
Institutional-wide	
C .	Great Teacher Seminars
Does not occur	

4 . 6		
C . 4 . 7	Academic Alliances (e.g., K-16 Inter-Segmental Partnerships)	Some institutional and department-level partnerships

As applicable, briefly describe how this practice occurs/exists at your institution:

C.4.1 Peer Mentoring: For several years the Office of Academic Affairs has sponsored a peer mentoring program for new full-time faculty. Incoming faculty are paired with someone close to their discipline as a mentor, and with someone from outside their division, but with something in common, as a faculty friend. The object of having two existing faculty working with new faculty is to help them overcome the isolation that is common in community college teaching, and to introduce them to a broad base of campus activities and support structures. In addition, in Nursing, new instructors are all assigned to an experienced mentor who teaches in the same course and at the same level as the new person.

C.4.2 Instructional Consultation: The Nursing Program has Level Meetings every week. This is a meeting of all the instructors who teach in the same course. For example, if they have 56 students, there are 7 instructors, all teaching their own group of 8 students in clinical areas. The lecture component is all 56 students together, team taught. The Level Meetings serve to assist less experienced instructors to seek guidance and creative ideas from experienced instructors, and make sure the team teaching is flowing consistently, and all objectives for the course are met.

C.4.3 Reflective Teaching: As part of the institutional evaluation process, every faculty member completes a self-evaluation and submits copies of materials, course syllabi, and assignments for review. In addition, the Academic Senate at MPC has hosted activities such as the “Let’s Talk about Teaching” series, in which teachers come together for informal discussion about effective teaching practices.

C.4.5 Classroom Assessment Techniques: An important part of MPC’s evaluation process includes classroom visits and student evaluations. Both full-time and part-time faculty undergo both types of evaluative processes under the guidelines of the institutional faculty review procedures.

C.4.7 Academic Alliances: MPC has been strengthening relationships with K-12 institutions recently. The college hosted a workshop/information day for high school counselors in which several student support services on campus gave presentations. In addition, MPC hosted a California Writing Project conference last year, in which a series of workshops specifically relating to K-12 topics were given. Also, the ENSL department regularly coordinates with

instructors at Seaside High School to conduct outreach and offer placement testing for students planning to enter MPC.

What evidence exists to support the efficacy of this practice?

No formal evidence exists.

What barriers/limitations exist to implementing or enhancing this practice?

None were mentioned.

How might this practice be advanced or expanded upon in the future?

It is clear that MPC could benefit from pursuing more formal and institution-wide programs and processes to support and enhance faculty/staff development related to basic skills. Though various individual departments or programs are endeavoring to learn from peers, to reach out to K-12, and to consider best practices in teaching, there is incredible potential for development and growth in this area.

Effective Practice C.5: Faculty development is connected to intrinsic and extrinsic faculty reward structures.

Research suggests that staff development efforts are most successful when connected to both intrinsic and extrinsic rewards for participants.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
C.5.1	A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted.	Campus-wide: Campus Kudos Humanities Division: Humanities Communique; Flex Day free luncheon
C.5.2	Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching," which in turn develops a "community of scholars."	Let's Talk about Teaching forum; Humanities Speakers Program; The Big Read 2006/2007; Academic Senate; College Council
C.5.3	The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement)	Allen Griffin Award

As applicable, briefly describe how this practice occurs/exists at your institution:

C5.1: Staff development at MPC provides limited extrinsic rewards for participating faculty. During flex days preceding the beginning of each semester, staff development provides free food each morning and at least one lunch, which allows for faculty to mix together. There are printed notices that provide praise for faculty: *Campus Kudos* and *the Humanities Communique*, both authored by the Humanities Division Chair, Diane Boynton.

Appendix II

C5.2: There have been various attempts at a “Let’s Talk about Teaching” opportunity for the campus at large. There is one such forum in place this semester. We had three or four last semester and we’ve had two this semester. They are attended by 8-12 folks each time. The folks that attend seem to enjoy themselves.

College Council Goal #4: **Create pathways to success that address the diverse, holistic needs of all MPC students.** Objectives are as follows:

1. Identify barriers that prevent students from achieving their goals
2. Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students
3. Improve the delivery of academic support for diverse student learners (complete document attached)

C5.3: MPC participates in a district-wide celebration of faculty achievement with a yearly nomination for the Allen Griffin Award. Staff development and the MPC Foundation have given money to faculty for proposed projects in the past. Not sure if this is a reward.

What evidence exists to support the efficacy of this practice?

C5.1: Faculty show up to eat and greet and look forward to the latest release of Campus Kudos and the Humanities Communique.

C5.2: The Big Read for 2006: *The Grapes of Wrath*, by John Steinbeck, which featured faculty participation across the curriculum was well advertised and well attended by faculty as well as the community.

C5.3: Receiving The Allen Griffin award is an honor for faculty.

What barriers/limitations exist to implementing or enhancing this practice?

C.5.2: One barrier is that there is no “common hour,” when the entire campus might come together to discuss an issue. Regarding talking about teaching, Fred says that he’d like to keep them going next semester. With all the other things we’re trying to do, it sometimes gets a low priority.

How might this practice be advanced or expanded upon in the future?

C5.2: Rework the schedule so that there is at least one common hour per week for faculty to meet as a community. The current Academic Senate President says that it would be nice to have

Appendix II

somebody else volunteer to come up with a topic and organize “Let’s Talk about Teaching” event once in a while.

Section D. Instructional Practices

Subcommittee's Philosophy: Because Section D of the BSI report is wide-ranging, and also because it contains several "Effective Practices" within the realm of the classroom, which our sub-committee recognizes as the domain of each individual instructor, we began our work by outlining the parameters within which our committee could be most effective.

Thus, we decided to rank the subsections within Section D in order of priority. **First-tier practices** are those we assessed this year, **second-tier** are those we believe should be assessed within 2-5 years, and **third-tier** are those which are not an immediate priority.

In general, our designated first-tier practices address those areas which underlie the classroom experience, i.e., communication between faculty members, divisions, and programs; student support programs and systems; and employee training regarding developmental students.

Effective Practice D.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

Research indicates that active learning methodologies correlate with unique strategies that are effective for adult learners.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
D.1.1	Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	third tier; not applicable
D.1.2	Problem-solving and critical-thinking skills are integrated into developmental education curriculum.	third tier; not applicable
D.1.3	Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).	third tier; not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

This section, which recommends specific pedagogical approaches, is not a priority at this time.

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Effective Practice D.2: Curricula and practices that have proven to be effective in specific disciplines are employed.

Just as ongoing research informs the development of theory and practice for effective teaching and learning in general, similar work continues to advance recommendations for discipline-specific curriculum and pedagogical approaches that work for developmental learners.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
D.2.1	Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).	third tier: not applicable
D.2.2	Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).	third tier: not applicable
D.2.3	Developmental courses/programs implement effective curricula and practices for ESL.	third tier: not applicable
D.2.4	Developmental courses/programs implement effective curricula and practices for development of study skills.	third tier: not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

This section, which recommends specific curricular practices, is not a priority at this time.

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Effective Practice D.3: The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

According to the literature, effective developmental education programs address the holistic development of the student.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
D.3.1	In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills.	second tier; this section, which recommends classroom attention to students' attitudes and emotions, is a practice we'd like to revisit within 2-5 years.
D.3.2	Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.	first tier; as evidenced in the "Directory of Services," MPC does have broad-ranging services designed to address students' external needs, such as child-care and transportation.
D.3.3	Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	second tier; This section, which relates to students' motivation, engagement, and social integration, we intend to

Appendix II

		revisit within 2-5 years.
D.3.4	Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	second tier; This section, which relates to students' motivation, engagement, and social integration, we intend to revisit within 2-5 years.
D.3.5	College programs promote basic skills students' social integration into and identification with the college environment.	second tier; This section, which relates to students' motivation, engagement, and social integration, we intend to revisit within 2-5 years.

As applicable, briefly describe how this practice occurs/exists at your institution:

See above

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

Although extensive support services exist, many students do not take advantage of these services.

How might this practice be advanced or expanded upon in the future?

Awareness of available services among faculty and staff should be improved, and awareness among students must be improved. We recommend that a formal communication network regarding student support programs be developed so that more students become aware of and take advantage of these services.

Effective Practice D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Culturally Responsive Teaching theory and practice articulates basic principles and pedagogical strategies designed to enhance learning among all students, regardless of the students’ ethnic, socioeconomic, or educational backgrounds.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Strategies Related to Effective Practice		Where Strategies Occur
D.4.1	Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	third tier; not applicable
D.4.2	Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible sociocultural contexts for group learning.	third tier; not applicable
D.4.3	Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students’ cultures).	third tier; not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

This section, which recommends specific instructional content and pedagogy, is not a priority at this time.

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Effective Practice D.5: A high degree of structure is provided in developmental education courses.

Research notes the effects of structured learning environment—at the program level as well as at the course level—in developmental education programs.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Strategies Related to Effective Practice		Where Strategies Occur
D.5.1 D.5.2	A well-planned, step-by-step sequence of developmental education course offerings exists. Well-planned, sequential courses possess a corresponding proactive academic support component.	First tier; A step-by-step sequence of developmental course offerings does exist in the English, ESL, and math departments.
D.5.3	Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.	third tier; not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

Graphic illustrations of ENSL and basic skills English and math course sequences appear in each semester’s class schedule and in the college catalog. (See attached illustrations.)

Corresponding academic support components do exist for several English, math, and science courses, in the form of supplemental instruction, English, reading, math, and ESL labs. Academic support hours are as follows:

	Mon-Thurs	Friday	Weekends
Reading Center	8-8	8-5	Sat by arrangement
Academic Support Center	8-6	8-2	
ESL Center	8-1 & 2-	8-1 &	

Appendix II

	9	2-5	
Math Learning Center	9-3 or 4	9-1	
English & Study Skills Center	8-9	8-2	1-5 (Sat & Sun)

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

We recommend that a deeper study of the effectiveness of MPC's academic support programs be conducted. This study should include a student survey and site visits to campuses with comprehensive academic support networks. One immediate recommendation is to increase availability, especially of math and science support, to include more evening and weekend hours. Also, as the Marina campus develops, the need for academic support at that location will increase.

Effective Practice D.6: Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Recent literature and research focuses on active learning strategies (“learner-centered”) rather than passive learning strategies (“teacher-centered”).

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Strategies Related to Effective Practice		Where Strategies Occur
D.6.1	Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).	third tier; not applicable
D.6.2	Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.	third tier; not applicable
D.6.3	The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	third tier; not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

These sections, which promote specific learning strategies, are not a priority at this time.

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Effective Practice D.7: Programs align entry/exit skills among levels and link course content to college-level performance requirements.

Research confirms that developmental education courses are most effective when regular efforts are made to ensure consistency between developmental education course exit standards and college-level course entry standards.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
D.7.1	Developmental education course entry/exit standards are regularly reviewed and revised as needed.	Second tier; not applicable
D.7.2	The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.	Second tier; not applicable
D.7.3	A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	Second tier; not applicable

As applicable, briefly describe how this practice occurs/exists at your institution:

These sections, which address the flow of students through course sequences, are currently being addressed through the Program Review and Student Learning Outcomes development processes. We intend to review these sections within the next 2-5 years.

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?

Effective Practice D.8: Developmental education faculty routinely share instructional strategies.

Highly effective developmental education programs are characterized by formal, embedded mechanisms to facilitate sharing of effective teaching practices and strategies.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Strategies Related to Effective Practice		Where Strategies Occur
D.8.1	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	First tier; informal (see below)
D.8.2	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.	First tier; informal (see below)
D.8.3	Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	First tier; informal (see below)

As applicable, briefly describe how this practice occurs/exists at your institution:

A survey (see attached survey) of Division Chairs, BSI committee members, and the Academic Senate President indicates that there are no formal processes that exist to promote sharing of “effective instructional strategies” among faculty within their divisions or for collaboration between divisions. In addition, no formal processes exist to promote exchange between faculty teaching general education courses and faculty teaching developmental education courses. However, an interest in such a process was indicated. Of course, individual instructors discuss strategies informally on occasion.

Several responses mentioned an informal series of lunchtime discussions entitled “Let’s Talk about Teaching and Learning” which were initiated by the Academic Senate President. So far topics have included Critical Thinking, Dealing with Different Learning Styles, and experiences at the Carmel Writer’s Festival. One of the topics being considered for the future is the balance between incorporating “best practices”, or “effective instructional strategies” and the very personal way that each of us approaches our profession. The Academic Senate has also sponsored several Flex day breakouts over the last year or so that have involved the general theme of “instructional strategies.”

Appendix II

An informal means of sharing “effective instructional practices” exists among the World Languages faculty. They share handouts and discuss best practices often. They have created a classroom observation form that focuses on this area. A copy is attached.

The use of the phrase “formal processes” seemed to elicit some discomfort from faculty. With emphasis on SLO’s in the past couple of years, faculty members have concerns about methodologies being imposed within their individual classrooms.

What evidence exists to support the efficacy of this practice?

No formal evidence exists.

What barriers/limitations exist to implementing or enhancing this practice?

Unclear

How might this practice be advanced or expanded upon in the future?

There is room for improvement in this area, especially with regard to extending opportunities for interaction to adjunct faculty members. A starting point would be to ensure that all adjunct faculty members are included in the “All-Users” email list. Possible future measures include paying adjunct faculty members to attend Flex Days, department meetings and “Let’s Talk about Teaching” discussions. We’d also like to see adjunct faculty members mentored by full-time faculty members. The full-time faculty mentoring program (which includes both mentors and “friends”) would benefit by being extended and more formalized, as well.

Effective Practice D.9: Faculty and advisors closely monitor student performance.

Research indicates that instructional techniques that provide immediate and regular feedback to developmental learners are a highly effective practice.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate “institution-wide.” If the strategy is not currently employed by your institution, simply indicate “does not occur.”

Strategies Related to Effective Practice		Where Strategies Occur
D.9.1	Mechanisms exist to frequently and consistently provide course performance feedback to students.	third tier; this section, which addresses course performance feedback, is not a priority at this time.
D.9.2	Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	first tier; EAC, Counseling

As applicable, briefly describe how this practice occurs/exists at your institution:

The Enrollment Advisory Committee oversees the effort to “develop early intervention strategies” at MPC per the MPC website. Current strategies include:

Early Alert System: At the beginning of each semester, Carsbia Anderson, Vice President of Student Services, sends out the Early Alert announcement to all faculty members via email. He has also reminded faculty of the Early Alert system at Flex Days, but perhaps not consistently. The Early Alert email informs faculty about the importance of and process for referring students for help with personal and academic issues. (See attached copy of Early Alert email with forms.) Carrie Craig administers the Early Alert program by receiving the referrals and directing students to appropriate support. She receives approximately 20-30 referrals per semester.

Counseling Class Visits: At the start of the semester, Karen Engelson, Dean of Student Services, distributes an email via “All-Users” asking permission to have a counselor visit classes to inform students about the academic and student support that’s

available. Visits are approximately five minutes long. Forms are returned to Karen and visits are organized through her office. This system of organizing counselors' visits to classes was revived in the spring of 2007, and it is beginning to be better tracked; it is not widely used but grew between semesters. Feedback from students and faculty members who have participated in counseling class visits has been positive, and the system is continually revised in response to the requests of faculty and students. For example, varied visit lengths and topics will be available in the Spring 2008 semester.

Seemingly useful formal processes are in place for early intervention and referral for academic and student support services. Yet these processes are not widely used. The counseling class visits are a useful means of communication, and the system of organizing these visits is actively examined and revised to meet the needs of students and faculty.

What evidence exists to support the efficacy of this practice?

Feedback from students and faculty

What barriers/limitations exist to implementing or enhancing this practice?

One weakness with this system appears to be unwillingness on the part of faculty to devote class-time to non-course-related material. Also, the Early Alert system lacks widespread faculty buy-in; it seems to be rejected in favor of a face-to-face, individualized intervention system. While there is consensus among faculty and staff that the Early Alert system is not widely used, there is no consensus about whether it should be improved or expanded. One important consideration is that many referrals to student support services take place informally, which MPC employees consider a more "student-friendly" method of interceding on students' behalf. Students echo this sentiment, responding ambivalently (and often negatively) to being contacted by counselors as a result of the alert system.

How might this practice be advanced or expanded upon in the future?

Addressing student issues informally may prevent the college from coordinating student support and certainly limits accountability. On the other hand, increasing buy-in to the Early Alert System on the part of faculty could be a priority for the BSI group. Perhaps increasing faculty participation in this system should be another BSI priority.

An immediate recommendation regarding both systems is that the "All-Users" email list be updated regularly to ensure that information is reaching all faculty and staff.

Effective Practice D.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

In concert with active learning strategies, research suggests that developmental learners positively benefit from exposure to a variety of academic support services.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. Specify ALL levels at which the strategy exists/occurs by listing the programs and/or departments which employ the strategy. If the strategy is employed consistently throughout the institution, indicate "institution-wide." If the strategy is not currently employed by your institution, simply indicate "does not occur."

Strategies Related to Effective Practice		Where Strategies Occur
D.10.1	Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.).	first tier; see below
D.10.2	Learning support services are visible and centrally located, minimizing marginalization and isolation.	first tier; see below
D.10.3	Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	third tier; this section, which advocates specific pedagogical approaches, is not a priority at this time.
D.10.4	A formal referral system exists between academic and student support services.	Supportive Services
D.10.5	Tutoring is available and accessible in response to student needs/desires.	first tier; Tutoring is available at several locations on campus (see below)
D.10.6	All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	Training occurs but requires enhancement (see below)
D.10.7	An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	Varies by center

As applicable, briefly describe how this practice occurs/exists at your institution:

D.10.1: Each learning support area endeavors to emphasize the interrelationship between all levels of course offerings in its respective discipline. However, no formal process is in place. A number of learning support services are currently centrally located on campus, and still others (such as EOPS, TRIO, and Supportive Services) are slated to move into the new Student Services Building, which will make them more accessible. However, currently, none of the learning support services are truly visible.

Perhaps creating a simple, easy to read directory/map illustrating the learning support services on campus would be helpful. In addition, many areas could be more visible with clear signage.

D.10.4: Tutoring or instructional support is available at several locations on campus:

SUPPORTIVE SERVICES

No tutors in this department. Tutoring is arranged by counselors or done in Academic Support Center. It is “outsourced.”

EOPS/TRIO

Upward Bound: 5 tutors serving 90 high school students

Drop in M-W 3-7.

College Readiness: 3 instructional assistants for total of 28 hours per week serving 200 students

Primarily drop in M-Th 9-3, F 9-12

Training: Tutors receive no formal training, and Instructional specialists are hired on basis of their prior training. Occasional case study role playing occurs (about 1.5 hours per semester)

Currently compiling training materials and will do training sessions starting Fall 08; would like to pursue official tutor certification through an organization like CRLA. “Training is something we’d definitely like to improve”... “interested in learning about the training that other departments use.”

READING CENTER

7 permanent part-time tutors + 2-5 temporary tutors serving 130 students per semester

Scheduled tutoring; ongoing/individualized with each student; waitlists each semester

M-Th 8-8, F 8-5, Sat hours arranged.

Training: First semester tutors receive 18 hours of initial training at the beginning of the semester. This training is continued twice weekly that semester for total of 30 hours.

Once a week a new tutor works with an experienced tutor in an actual student session. Written and verbal feedback is given by the more experienced tutor. Weekly training sessions continue in subsequent semesters. Type of training is intense and specific – on all aspects of Lindamood/Bell methodology, on Read Naturally, on Scotopic Sensitivity Screening....

Would like tutors to be able to take related coursework at MPC, like a linguistics course.

ACADEMIC SUPPORT CENTER

8 tutors at the basic skills math level serving 43 students through tutoring or supplemental instruction (223 others are enrolled in the Center in other areas).

Scheduled tutoring

M-Th 8-6, F 8-2

Training: Student tutors receive 2 hours of orientation plus 2 hours of actual training on the goals of tutoring, explanation of general tutoring cycle, basic info about communication issues, how to work with groups, different learning styles, students with special needs.

ESL CENTER

2 tutors serving 160 students available a total of 30 hours a week One faculty member is also on hand to tutor during the 22 “open lab” hours (lab is open 37 hours per week with 15 hours of that used for class instruction).

Drop in

Training: No training needed for current tutors. Will train future tutors in three areas: ESL, Basic Skills, MPC procedures and protocols.

Would like to prepare a computer-based training module for new tutors.

MATH LEARNING CENTER

Tutors serving 250-300 students available 18 hours a week + 18 hours a week for instructor tutoring

Drop in

M-Th 9-3 or 4, F 9-1; one or two days a week 4-6 pm.

Training: ½ hour of orientation from instructor in charge of MLC. During the first month, instructor visits tutors during assigned times and follows up on a weekly basis.

If Math Director is hired, more formal training will occur, including how to tutor different learning styles, etc.

ESSC

1 full-time director, 6 adjunct faculty members, 8 part-time classified instructional assistants serving 1200-1400 students per semester, offering reading, writing, and study skills support to students across all disciplines.

Mostly drop in with some scheduled appointments in one-to-one or small group settings

Training: All instructional assistants receive 6 hours of in-service training each semester. All new employees receive preliminary training on curriculum, method, and procedures

Communicate regularly through a staff communications book and informally in-person.

“It would be helpful to have regular bi-weekly staff meetings, but...we do not have funds available....”

What evidence exists to support the efficacy of this practice?

No formal evidence exists.

What barriers/limitations exist to implementing or enhancing this practice?

In part, misconceptions about the “limited scope” of learning support areas perpetuate the feeling that learning support is only suitable for the “remedial” student. Also, each learning/support center faced individual challenges, mostly related to lack of appropriate funding and/or coordination.

EOPS/TRIO

Challenges faced: lack of space creating time availability constraints since space is shared with Upward Bound; amount of instructional faculty load (1.2 TLU).

READING CENTER

Challenges faced: insufficient number of tutors for growing population of students with reading weaknesses; lack of understanding on part of many faculty and students as to what Reading Center does and whose needs it serves.

ACADEMIC SUPPORT CENTER

Challenges faced: Scheduling problems since students often have busy schedules; tutors are students and hence do not have the skills required to work with complex learning issues.

Student tutor pools are not large enough until several weeks into the semester; training has to be offered multiple times to capture new tutors; scheduling “nightmare” to match student tutor and student schedules; basic skills population need some instructional assistants “trained specifically to work with this population.”

ESL CENTER

Challenges faced: tutors are underpaid and positions are part-time temporary – so “attracting and retaining qualified tutors to work during our peak hours... is difficult” and “drives up cost of re-training.”

MATH LEARNING CENTER

Challenges faced: Lack of space since Center is shared with students tutored in the sciences and space is small; Inability to expand hours of operation from 8-7 and on weekends for better access for students; Insufficient number of tutors (need about 100 tutoring hours and 1-2 instructional aids + a faculty Math Director) for number of students needing basic skills math help but cannot be served due to lack of space and tutors.

ESSC

Challenges faced: Too few staff for number of students served, and there is potential increase of students with new English graduation requirement (need about 3 more classified instructional assistants).

“It would be helpful to have regular bi-weekly staff meetings, but...we do not have funds available....”

How might this practice be advanced or expanded upon in the future?

By collaborating with classroom instructors and de-bunking the myths about learning support centers, we can strengthen connections between all levels. Also, it appears that improvements could be made in delivery of tutoring services in several areas on campus. Tutoring coordinators might consider collaborating in compiling tutoring materials as well as delivering training. Several areas also face challenges in the areas of staffing, space and financial allocations. We recommend that MPC develop a comprehensive plan for the improvement of delivery of academic support, with consideration of expansion of services to the Marina Ed Center.

Subcommittee’s Overall Findings:

Our recommendations for action fell into three main categories, prioritized as follows:

- 1. *Increased collaboration-*** So much excellent work is being done on campus, but much of it is in isolation. Students, faculty and staff would benefit immensely if more structured communication networks were established, for example, in the areas of faculty mentoring and tutor training. Smaller, more formal networks, such as learning communities, also would benefit students but require institutional support (both financial and otherwise.)
- 2. *Expanded academic support-*** Many more students could be reached and hopefully retained if the facilities, hours of operation, methods of delivery, and staff training in these areas could be improved.
- 3. *Campus-wide education regarding learning challenges-*** Faculty and staff, as well as student tutors, could benefit from updated training regarding working with community college students, many of whom have complex learning challenges. This training ideally would include both methodologies and modes of delivery and should be ongoing and collaborative.