



From Inner to Outer College Through Basic Skills Efforts

**Paul Starer, Dean, Language Arts & LRC
Darya Gilani, Instruction & Institutional Research**

**Tuesday, March 1, 2011
League for Innovation 2011**



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



What We Know

- Seventy percent of community college students aspire to earn a B.A.
- Less than a quarter actually transfer to four-year institutions;
- Of those, fewer than one in ten earns a B.A. (Bailey, 2003, p. 1)



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



And We Know

- 70-80% Place Developmental English, Math, or Both
- Fewer Than Half Take/Complete College Level Class (at Foothill)
- In every study African American & Latino success lags behind white counterparts
- This Achievement Gap has persisted for More Than 30 years



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Why?



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Blame the Students?

“Students frequently enter college almost wholly unacquainted with English grammar.”

—President of Brown 1841

“Every year Harvard graduates a certain number of men--some of them high scholars--whose manuscripts would disgrace a boy of twelve.”

—Professor Hill, Harvard 1870s



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Help Us Brainstorm



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Challenges

- Underpreparation of students AND campuses
- Basic skills education on most campuses has been shunted off to the margins
 - Staffed largely by part-timers
 - Underfunded
 - Expectations have been way too low
 - Silos: It's Math or English's problem



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Our Actions



FOOTHILL COLLEGE

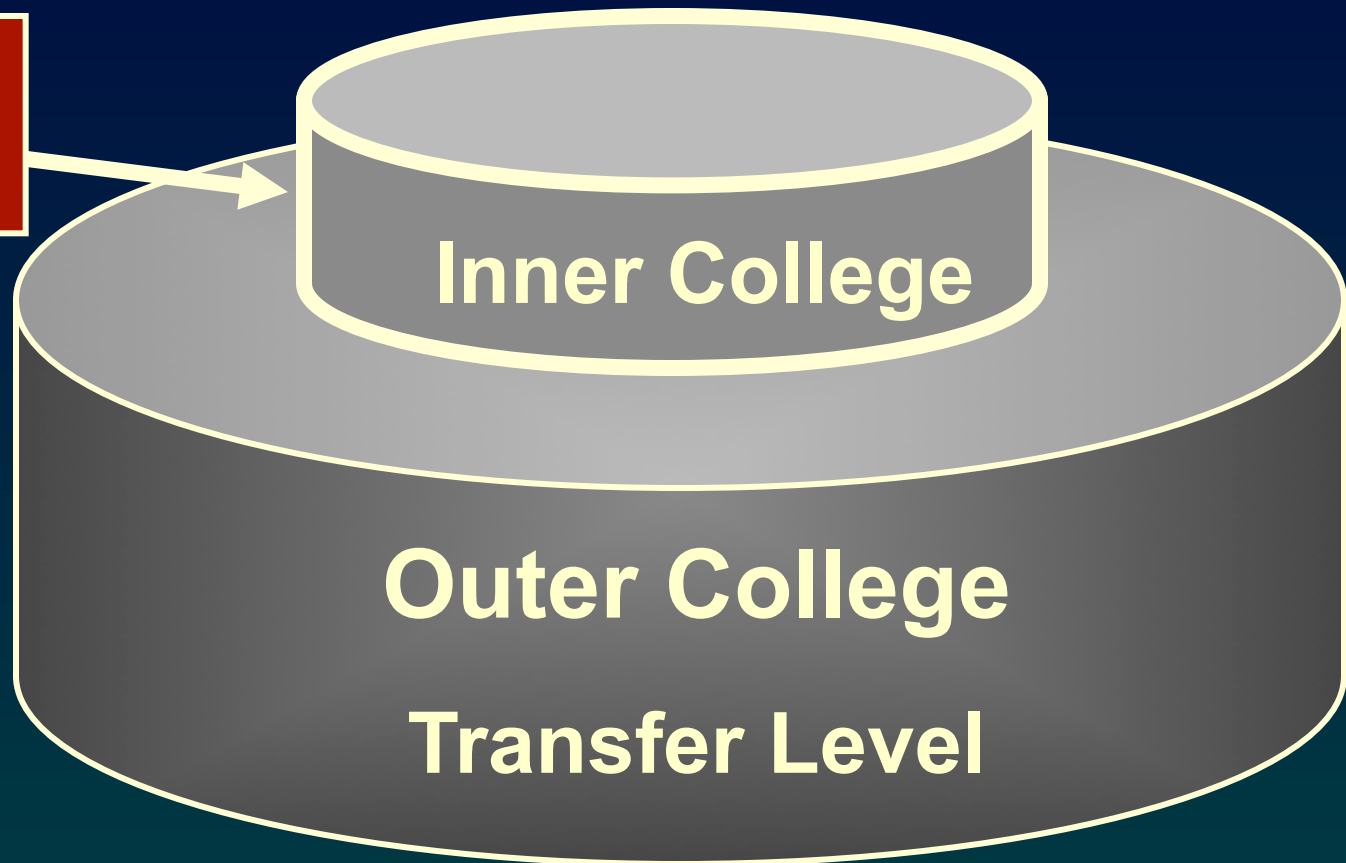
www.foothill.edu

Upgrade. Advance.



Two Colleges

Permeable w/
Documented
Achievement



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Addressing the Challenge

Encourage small groups with new ideas

Departments & disciplines

Start with the learning and move up



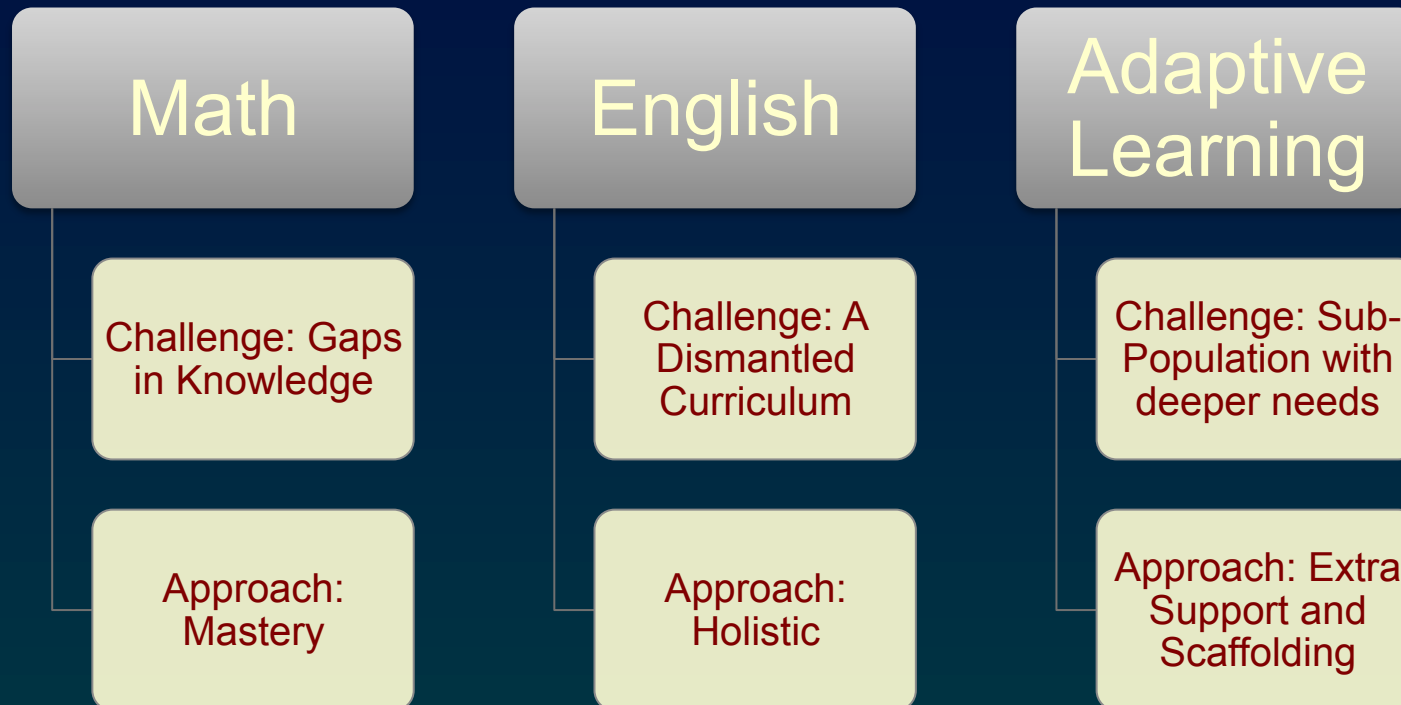
FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Different Approaches for Different Challenges



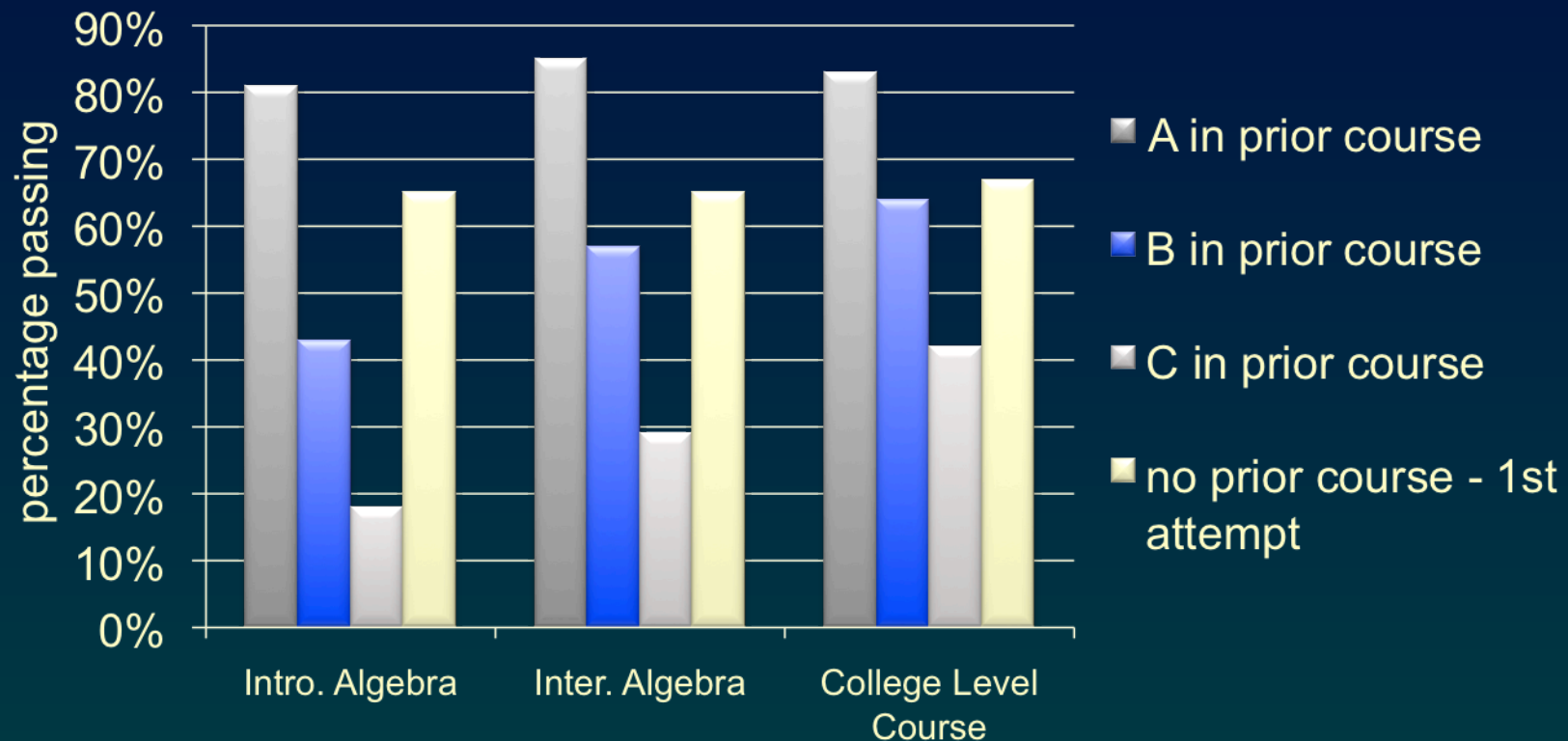
FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Math – Addressing Gaps in Knowledge



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Mastery = No Gaps

- All written work is satisfactorily completed
 - 100% complete
 - 100% correct
 - Correct use of mathematical notation
- All computer drills must be completed
- All module work is completed before taking an exam
- 87% is required to pass exams



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



How?

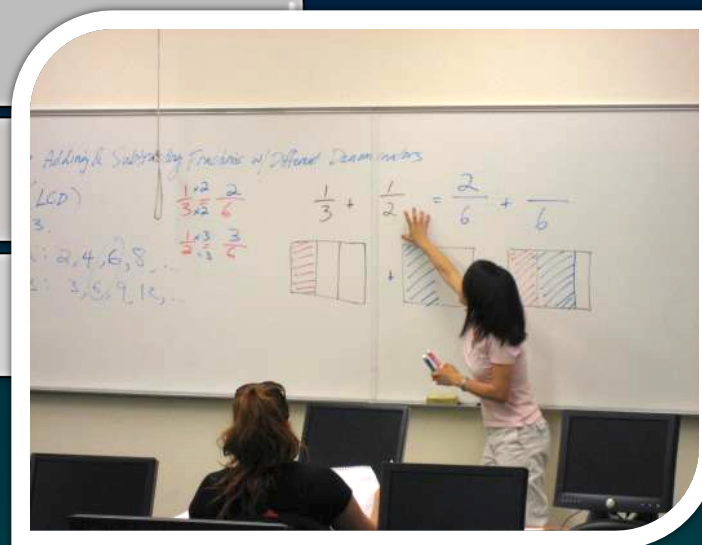
150 students, 5 classrooms, and instructors.

Students are reassigned every 2-3 weeks

Students don't restart each quarter

Faculty members meet weekly

Faculty members share grading



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



English: The Porous Problem

Starting Level	Att. Two Below	Pass Two Below	Att. One Below	Pass One Below	Att. Trans. A	Pass Trans. A	Att. Trans. B	Pass Trans. B
Two Levels Below Transfer	2,774	2,194	1,547	1,261	1,253	1,054	745	662
% of starting cohort	100%	79%	56%	45%	45%	38%	27%	24%
% from previous step	---	79%	71%	82%	99%	84%	71%	89%

*Note: Two Levels Below = 100, 104A or 108, One Level Below = 110, 104B or 108, Transfer A = English 1A, Transfer B = 1B



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Taking a Holistic Approach

- What if we collapse the artificial boundaries in the sequence?
- What if we went faster not slower?
- What if we stopped teaching basic skills?



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



ALD: Deeper Support and Scaffolding

- Addressing the need to provide equal access to students with disabilities to the college's educational programs
- Providing Students with extra Instruction and Services.
- A key partner in supporting those students who are left outside the margins (of the already marginal programs)



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Bringing ALD Students Inside the Margins

Scaffolding

- Intake extended to an “understanding” approach rather than a quick diagnosis
- Empowers student with understanding and self-advocacy skills

Support

- Paragraph and Math Remediation for students enrolled in Basic Skills courses
- Small group tutoring run by trained LD Specialists



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Organizing the Approaches

Centralized

College Skills
Committee

Basic Skills Workgroup

Teaching & Learning
Center Taskforce

Aligned With College Planning

Program Review

Educational & Strategic
Master Plan

College Council (PaRC)

Continuously Reviewed

Carry successes and
lessons learned to other
courses/disciplines

How do these changes
affect completion?

What are the students
saying?



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



Challenges That Remain (Constant)

- Longitudinal challenge, no one solution
- Understanding the population and needs remains difficult for many in academia and the political realm
- Academic vs. Political vs. Cultural reality



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



**What keeps us going?:
Students can and will permeate the
membrane.**



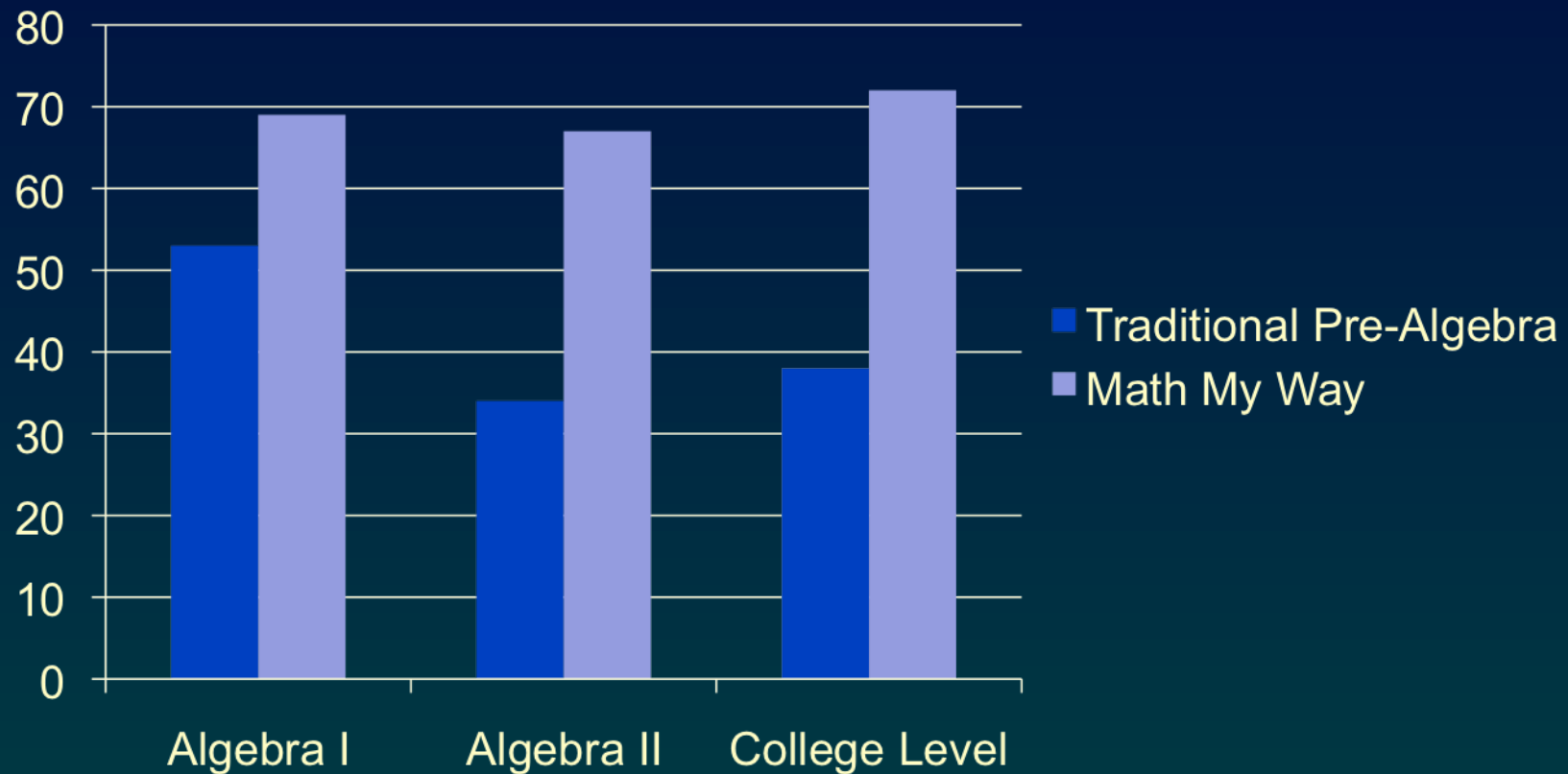
FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



No Gaps in Math = Persistence



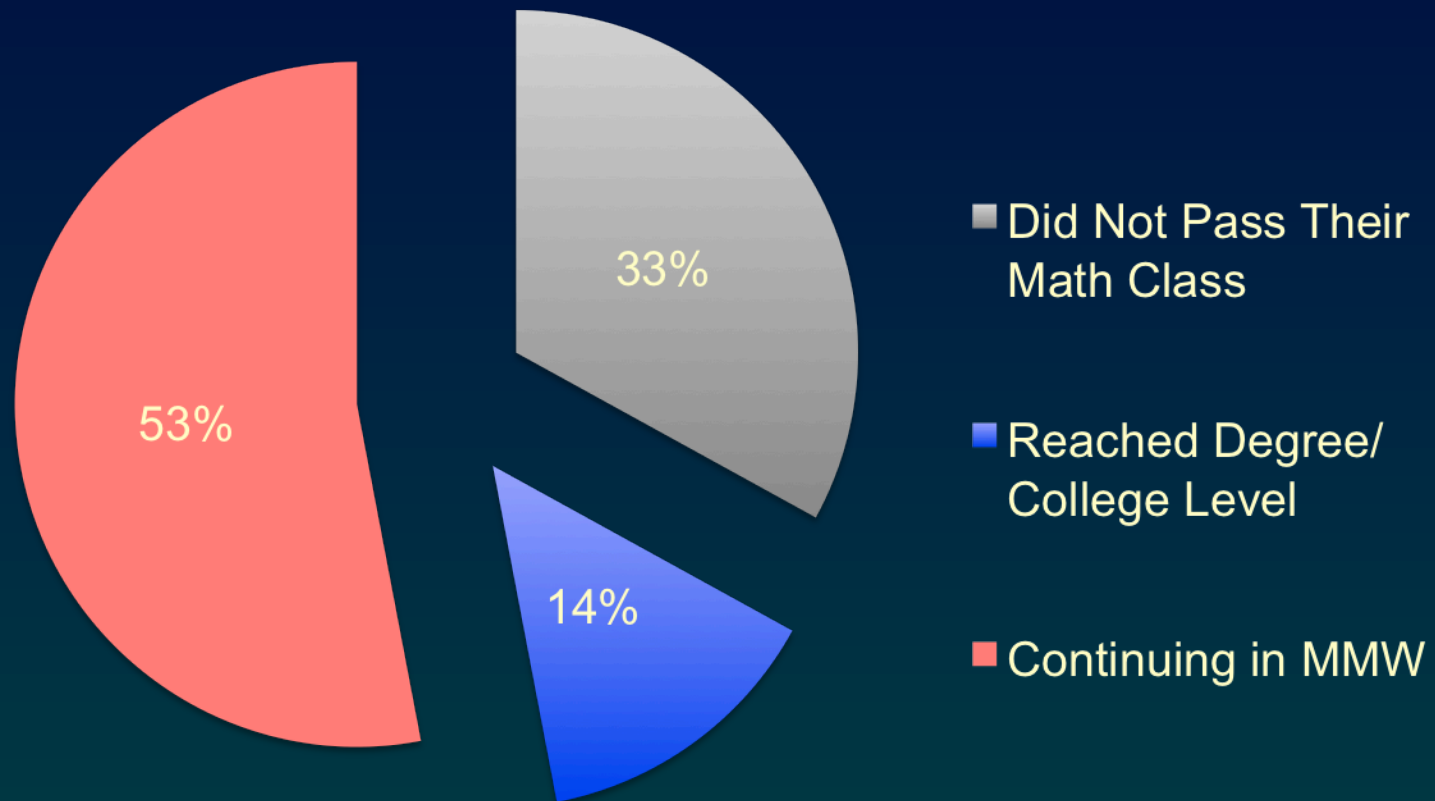
FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



STEP Success Rate in Fall 2010 (Math)



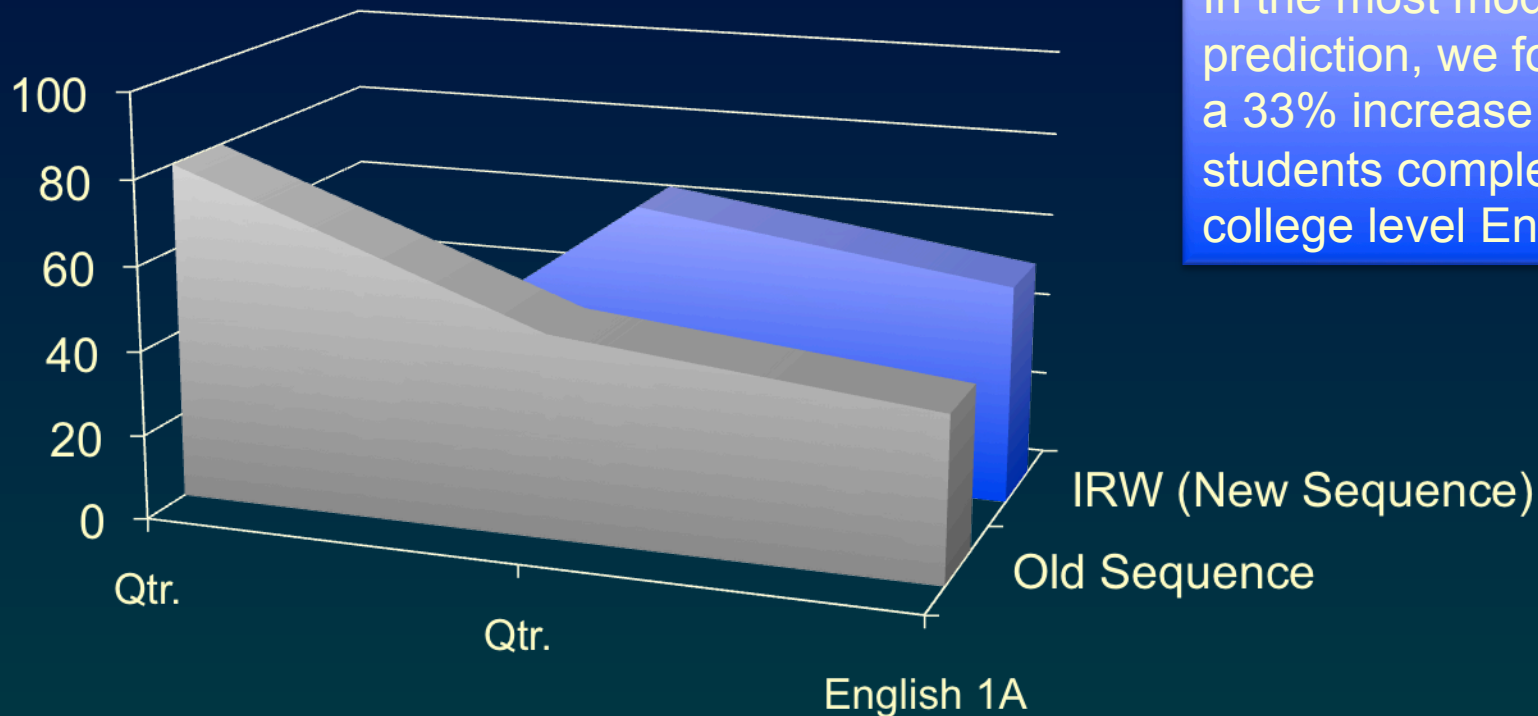
FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.



What if more students permeated the membrane?



In the most modest prediction, we foresee a 33% increase in students completing college level English



FOOTHILL COLLEGE

www.foothill.edu

Upgrade. Advance.