

**Faculty Learning Community
Basic Skills Program Development
Spring 2006**

This Faculty Learning Community will take the conclusions and program development recommendations from the Spring-Fall 2005 Basic Skills Dialogue and develop a plan for implementation (see below). Members should represent English, Mathematics, English as a Second Language, and Counseling. The student learning community and cohort models should be used in this plan. The Deans of MST, LALSS and Counseling will also participate. Faculty will earn one credit toward salary column movement and/or committee assignment credit. During the Spring 2006 semester, Vicki Curtis and Sam Katz will be working together to facilitate this Learning Community.

**Basic Skills Dialogue
Spring and Fall 2005**

During the spring and fall semesters of 2005, a group of faculty and Deans has engaged in an active dialogue about the basic skills course offerings at Ohlone College. The following is a set of conclusions and recommended program development directions based on this dialogue.

Conclusions

1. There is no relationship between the placement process and the subsequent instructional process.
2. There is a structural disconnect between the academic advising process and the instructional process.
3. In the reading and writing areas there are no consistent measures of progress from one level to another.
4. The reading and writing instruction is not integrated, despite the merger of the reading and writing labs.
5. Although ESL students enroll in all basic skills areas, ESL courses operate separately from the rest.
6. The basic skills math courses have internal consistency but are not integrated with the other areas.
7. There is confusion about the role of algebra in the basic math program.

Recommended Program Characteristics

1. An assessment/placement process assigns students to appropriate courses based on their scores in the following areas: English composition; English reading; Mathematics; and ESL.
2. Students are advised of the meaning of their placements and how they pertain to their educational goals.
3. Students in basic skills courses have an educational plan that states their ultimate goal, the pathway to attaining their goal, and how the basic skills courses fit into that pathway.
4. Students unsure of their ultimate goal receive advising to help them clarify their plan.
5. Assessment /placement criteria correspond with content and progress criteria of basic skills courses.
6. Students work in cohorts and learning communities and the faculty from the four basic skills areas engage in collaborative teaching to integrate content and methodology.
7. There is consistency in assessment of progress from one level to the next in the basic skills areas.