**Standard 2.A.2.d**
Section: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

**Team Members**
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**Steps for Analyzing Evidence**

Step 1: Review the specific standard section to be analyzed.

Step 2: Read and review the suggested questions identified from the Self-Study Guide about the evidence needed to make a strong case.

Step 3: Carefully review the evidence several times before drawing conclusions or making judgments.

Step 4: Draft a brief one or two paragraph **description** of what the College is doing to address the standard and its related questions focusing on the facts.

Step 5: Provide a rating of how well the College is addressing the specific standard (see below for scoring rubric). Draft a one or two paragraph **explanation** for this rating based upon your assessment of the College’s activities in relation to the standard. Pay particular attention to the quality of our involvement and interventions since the last WASC self-study report.

Step 6: Conclude with comments and suggestions relative to the College’s response to the standard.

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Superior</th>
<th>College has worked on this issue/area and considerable improvement is noted</th>
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<tbody>
<tr>
<td>Satisfactory</td>
<td>College has taken some actions to address the issue/area and some improvement is noted.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>College has not adequately addressed the issue/area.</td>
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**Step 1: Review the Specific Standard Section**
Standard 2.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Step 2: Read and Review Self-Study Questions

Suggested questions from the Self-Study Guide to help you think about how best to address the standard:

- What assessment of student learning styles has the college performed?
- How does the institution demonstrate that it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?
- Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?
- What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students, with leaning styles?
- Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?

Step 3: Review the Evidence

- Flex workshops addressing student learning styles (Office of Staff Development)
- Assessing student learning, course outlines (assignments and evaluation sections, www.ccsf.edu/curri)
- Delivery mode appropriate to students, consider the Math Department and the relationship between Math E1 and Math E3 (Keith McAllister, 239-3478)
- Distance Education Office (Jan Willett, 239-3123)

Step 4: Briefly describe how CCSF is addressing this standard

The discussion of student needs, learning styles and different teaching styles appears to occur in more informal meetings among faculty, departments and programs. Currently, there is no systematic assessment (e.g. a needs assessment) employed by the college that attempts to formally address this issue of learning styles. Since the spring of 2000 several Flex Day workshops have addressed student learning styles (e.g. The Asian Infusion Project) and alternative teaching strategies (e.g. Service Learning), but these discussions are infrequent. Perhaps the best evidence of CCSF’s commitment to these issues is the Basic Skill Committee which meets on a regular basis to discuss how faculty can improve their teaching of basic skill subjects (e.g. English, ESL, Math, Transitional Studies, and Learning Assistance), as well as how teachers can learn from sharing ideas on how teachers teach and how students learn. If the student recognizes any special needs that they have or if the matriculation process places them in basic skills courses, our institution offers an impressive array of assistance (e.g. ADA compliant, closed captioning, line captioning, DSPS lab and testing facilities, tutoring services, broadcasting of class meetings) through the Learning Assistance Center, Disabled Student Programs and Services (DSPS), and the Audiovisual and Broadcast Department.

The course outlines reviewed by the Curriculum Committee provide the best assessment of the variety of ways instructors evaluate student learning. In brief, techniques include written (in class and take home) and objective exams, quizzes, in class writing and exercises, journals, online assignments, research papers, group projects, presentations, hands-on demonstrations and portfolios. The evaluations of all faculty provide some evidence as to the appropriateness of these techniques. Specific objective
questions ask students to evaluate the instructors testing procedures and the relevancy of assignments. Instructors are also reviewed by their peers regarding their classroom presentations.

Individual courses offer a variety of teaching methodologies such as: the traditional lecture or online presentation, group and individual projects and presentations, discussion, debate and a multitude of application problems. It is typically a decision that is made by the individual instructor, department or program as to the best way to conduct the class.

Although there has been less formal discussion and assessment of student learning styles and teaching methodologies, the college has produced some exemplary programs that have incorporated these issues. For 10 years the SCANS project has incorporated work place competency skills into the curriculum of 50 disciplines throughout the college. More than 10,000 students have experienced a SCANS based curriculum. Faculty and student evaluations have been overwhelmingly positive. Project Voice was a grant funded by the state chancellor’s office to make the classroom more participatory and allow students to connect with the larger college community. The Lesbian, Gay, and Transgender Department and the ESL departments both launched successful programs. The El Civics grant issued by the California Department of education has helped the college’s immigrant population benefit from classroom instruction and engagement in community activities outside the college. Finally, the Asian Infusion Project allowed several faculty members incorporate learning style issues and appropriate cultural topics into their courses. This project has served as the impetus to further reach out to our diverse student body through the Multi-Cultural Infusion Project.

**Step 5: Provide rating of how well College meets the standard. Provide written explanation of why you gave that rating.**

My rating (see p. 1) is: Satisfactory

The reason I gave this rating is: We have some exemplary programs that demonstrate we incorporate the issue of student learning styles into the curriculum. We also attempt to evaluate students through a multitude of assessment techniques, and the faculty utilizes a variety of teaching methodologies both within and outside the classroom. Nonetheless, the college lacks a formal system to assist all departments and programs to formally assess the learning styles of our students.

**Step 6: Comments and suggestions relative to the College’s response to the standard**

It is recommended that the issue of assessing learning styles be discussed throughout the college, and similar to recommendations being considered by the Basic Skills Committee incorporate more staff development regarding these issues as well as a strategy to reach out to students who are not involved in basic skills programs, but who could benefit from them.

**References**

Course outlines in the Instruction Office
Basic Skills Committee Minutes
Faculty Evaluation Forms
Flex Day Programs online