Essential Learning Initiative
2009-2010
End of the Year Report
EXECUTIVE SUMMARY

Serving as the Co-Chair and Administrative Lead on the Essential Learning Initiative this year has been an extremely productive experience. I am very impressed with each of the faculty coordinators who have done an outstanding job of outreaching to COS, the community and on the statewide and national level. ELI reached many targets and milestones this year, of which we are all very proud.

We have continued to support essential basic skills initiatives on campus such as First Year Experience, tutoring, the writing center and supplemental instruction. We supported new programs such as Early Alert and expanded tutoring to Hanford and the COS farm. The new Teaching and Learning Center opened and was supported via hardware, software and training for all faculty and staff. This has been well-received by the entire campus community. ELI hosted a number of key workshops bringing featured speakers such as Eli Hinkel and On Course to COS. We also supported a number of faculty to attend local and national conferences on developmental education. COS faculty and staff were involved in basic skills discussions across the country and around the state.

I am especially proud of ELI’s continued support and inclusiveness of adjunct faculty. Many of our programs and conferences were in large support of our part-time faculty who are key to the success of our basic skills students.

This year, ELI worked closely with high school teachers via the CalPass program, helping to align the curriculum as students transition to college. We were also closely aligned with the Achieving the Dream Initiative, the Strategic Plan and California Tomorrow as well as Academic Senate and College Council.

The Basic Skills Initiative suffered budget cuts this year along with the rest of the state. But, at COS we were able to maintain our goals and priorities and achieve many successes. As ELI evolves with the budget and the College’s priorities, we face new changes and challenges in the upcoming year. We will miss David Hurst and Helen Milliorn-Feller and thank them for their incredible contributions to COS and our basic skills students.

I look forward to another productive year in 2010-11 and to Achieving the Dream for every student at COS.

Sincerely,

Jennifer Vega La Serna, Ph.D.
Dean, Arts and Letters
EXECUTIVE SUMMARY

As the 2009-2010 academic year draws to a close, I have mixed emotions. I have enjoyed my tenure as the lead faculty voice in ELI and it has been a pleasure to work with Dr. La Serna and my fellow faculty coordinators. Together, we have created opportunities for this campus to better serve its students, develop innovate strategies and cultivate an atmosphere of faculty enquiry and development.

I am particularly proud of our ability to bring workshops to COS that might be too expensive for individuals to attend and which broaden the reach of effective developmental strategies across our campus. The On-Course workshops are a case in point. The many disciplines attending the workshop improved not just our students’ chances for success, but also our own attitudes toward teaching and our community of teachers.

Additionally, we have provided tremendous financial assistance in difficult budget times for academic assistance programs. The Writing Center, the Math Lab, the Puente Lab, the Tutorial Center and Athletic Assistance programs (and more) all have benefited from ELI funding. These programs directly assist students and have measurable impacts on student success and retention.

So it is with a certain sorrow that I decided this would be my last year as the faculty co-chair. It was a good time to leave, as ELI needed to restructure for budgetary reasons and, too, because I believe that others have as much to offer as I do—perhaps more. But I will miss working closely with the talented and committed people who fill the coordinator positions, the budget committee and the steering committee. This booklet is a testament to their commitment and vision and I have been honored to serve with them.

Sincerely,

David Hurst
Co-Chair ELI Faculty Coordinator
The Essential Learning Initiative embodies College of the Sequoias' commitment to the California Community College Basic Skills Initiative. ELI was formed to develop, finance, implement, and assess effective and meaningful improvements in students' foundational skills throughout the COS campus.

Continued development of essential literacy and math skills to facilitate critical thinking, problem solving, and information access for our under-prepared students is ELI's mission. The learning of fundamental academic skills does not end when students enter college or complete a preparatory course sequence—as such, we firmly believe that a successful program to reach basic skills students must have a campus-wide impact. ELI has developed a set of Implementation Steps designed to orient the campus toward helping developmental students across the curriculum.

Perhaps just as important as the benefit to students is ELI's benefit to faculty. ELI supports faculty and staff development, including conference attendance, campus speakers, and training. ELI also supports classroom projects, including assisted (supplemental) learning strategies, collaborative learning, and many other ideas.

Essential Learning Initiative Coordinators (2009-2010):

David Hurst – davidh@cos.edu – ELI Co-Chair, English Faculty
Stephanie Logan – stephaniel@cos.edu – Mathematics Faculty
Helen L. Milliorn-Feller – helenm@cos.edu – ESL adjunct Faculty
Susan Jensen – susanj@cos.edu – English Faculty
Adrienne Duarte – adrienned@cos.edu – Counseling Faculty

quotes source: Basic Skills as a Foundation for Student Success in California Community Colleges, http://css.rpgroup.org
Essential Learning Initiative

Steering Committee

Co-Chair
Dr. Jennifer Vega La Serna

Social Science
Mr. Christian Anderson

Faculty Co-Chair
Mr. David Hurst

Mathematics
Mr. Ross Rueger
Ms. Liana Hoskinson
Ms. Stephanie Logan

Ex. Officio
President Bill Scroggins

Counseling
Ms. Kathleen Conway
Mr. Meng Vang
Ms. Adrienne Duarte

Management
Ms. Frances Gusman
Dr. Robert Urtecho
Mr. Tim Garner
Ms. Kathie Lewis
Mr. William Garcia
Mr. Tim Hollabaugh
Ms. Chris Knox
Mr. Duncan Graham

Nursing
Ms. Belen Kersten

Faculty
Distance Education:
Dr. Deborah Nolan

Vocational Education
Jonathan Rector

Language Arts
Ms. Valerie Ehrlich
Ms. Susan Jensen
Ms. Susan Franciskovich
Ms. Euline Olinger
Ms. Helen Milliorn-Feller
Ms. Sofia Cook

Agriculture
Fernando Fernandez

Counseling
Ms. Kathleen Conway
Mr. Meng Vang
Ms. Adrienne Duarte

Student Representative
Vanessa DeRoma

Consumer Family Studies
Tiffany Wainwright

Budget Subcommittee
Dr. Jennifer Vega LaSerna – Co-Chair
Mr. David Hurst – Co-Chair
Mr. Ross Rueger
Ms. Valerie Ehrlich
Ms. Kathleen Conway
Ms. Chris Knox
Dr. Deborah Nolan
Mr. William Garcia
## ELI Budget Proposals 2009 - 2010

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<td>Santa Barbara City College Visit</td>
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<td>Puente Center Upgrade</td>
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<td>ESL Prof. Development Resources Library</td>
<td>Jeff Maryanow</td>
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<td>Early Alert</td>
<td>William Garcia</td>
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Faculty Development
TEACHING AND LEARNING CENTER

The Teaching and Learning Center (TLC) is a product of the Basic Skills Initiative. The TLC is utilized for training sessions, webinars and informal brown bag discussions. This room is also available for instructors as a resource for developing lesson plans, researching cutting edge learning strategies, and, most importantly, as a place where adjunct instructors can connect with the on-campus learning community.

FEATURES OF THE TLC
- Macspeech Dictate Software
- Final Cut Software
- Two Mac computers
- Three Desktop computers
- Five Laptop computers
- AV equipment

The December 4, 2009 Achieving the Dream meeting was held in the TLC.
Summer Institute for Teaching and Learning: COS Great Teaching Seminar at Asilomar

The Essential Learning Initiative funded the Summer Institute for Teaching and Learning held at Asilomar on August 10 – 12, 2009. This seminar provided an opportunity to address key statewide and national initiatives to enhance student learning. Faculty created and designed new strategies for team teaching, a proven instructional delivery model that supports and engages students as well as faculty.

Outcomes from the Seminar:

- New learning communities for Spring 2010, Fall 2010 and Spring 2011
- Human Development/Counseling Monthly Meetings for Training/Mentoring, Fall 2009 and Spring 2010
- Revisions in the recruitment and intake for FYE/SYE, Spring 2010
- Activities across disciplines/departments/divisions with ESL and Spanish

Eighteen COS faculty members attended the Summer Institute for Teaching and Learning held at Asilomar in August 2009
ON COURSE I WORKSHOP

The Essential Learning Initiative funded an On Course I Workshop on February 4 – 6, 2010, at Fresno Pacific University.

On Course is a program of workshops that present college and university educators with innovative strategies to help students become active, responsible and successful learners. This information is drawn from best practices in academic curriculum design, brain research, learning styles, active learning principles, corporate training methodology and personal development strategies.

ON Course Workshops provide educators with the following:

- Learner-centered structures for helping students learn more deeply.
- Empowerment strategies for helping students become active, responsible learners who can thrive in a learner-centered environment.
- Ability to use these methods to increase retention of their first-year students.

Forty-eight COS faculty members attended the On Course I Workshop funded by ELI.
In October 2009, world renowned linguist Eli Hinkel conducted a two-day workshop for COS English, ESL and Linguistics instructors. Dr. Hinkel has taught ESL and applied linguistics and trained teachers for over thirty years. She has published numerous books and articles on learning second culture, second language grammar, writing, and pragmatics in professional journals *TESOL Quarterly, Applied Linguistics, Journal of Pragmatics*, and *Applied Language Learning*.

During her presentation, Dr. Hinkel shared her expertise on the following subjects:

- Best practices for teaching ESL students.
- Teaching ESL students vocabulary for academic writing.
- Teaching ESL students grammar for academic writing.
- How to select and analyze L2 texts.
- Teaching native and non-native speakers to read and understand English texts.
During the summer of 2009, ELI generously provided the funds to send ESL instructor Helen Milliorn-Feller and English instructor Susan Jensen to the Kellogg Institute’s National Center for Developmental Education held at Appalachian State University in Boone, North Carolina.

The mission of the National Center is to provide resources to educators who work with underprepared adults in college and university settings. It seeks to improve the quality of instruction in the field of developmental education through specific services focused on student success.

Four week-long seminars were offered:

- Assessment and Placement
- Designing Learning Environments
- Academic Support Services and Diversity
- Outcomes Assessment and Program Evaluation

During the 09-10 school year, both Helen and Susan have developed, designed and written research projects that will directly enhance Basic Skills education at COS.
Faculty Development through Conference Participation

On Course I
50 COS faculty members
http://www.oncourseworkshop.com/

Association of Community & Continuing Education Statewide Annual Conference 2010
Two adjunct faculty members and one dean
http://acceonline.org/

Teachers of English to Speakers of Other Languages (TESOL)
Two adjunct ESL instructors
http://www.tesol.org/s_tesol/convention2010/

National Association for Developmental Education
Two math faculty members
http://www.oade.org/nade2010/intro.htm

California Teachers of English to Speakers of Other Languages
http://www.catesol2010.org/
Four adjunct ESL instructors

California Association for Developmental Education
Two math instructors, one counselor and an ESL instructor
Assisted Learning
Beyond the Classroom
The Writing Center continues to expand to accommodate a growing number of students. A dedicated Writing Center Steering Committee was formed this year and is working on student and faculty outreach, gathering data on the impact of the center and conducting tutor observations. At the beginning of Spring 2010, over 30 classes were given tours of the Writing Center.

- In 07-08 the center was open for 24 hours and served students for 400 hours.
- In 08-09 the center was open for 40 hours and served students for 4,700 hours.
- The numbers are even larger for 09-10. During the Fall 09 semester hours were cut back to 39 but 2,570 student hours were still served. As of April, 3,320 student hours have been served, making the total for this year 5,890 so far.
- Currently 16 tutors are funded through ELI and 1 tutor is funded through Work Study
- ELI funding has been cut for next year so institutional funding is needed to keep the Writing Center at its current level of service to students.
ESL Tutors work in both the day and evening labs and serve about 180 students a semester. They are familiar with the ESL Program’s instructional standards and requirements and offer first language support and bilingual comparative grammar, syntax and vocabulary assistance to COS’s ESL students. Working one-on-one with the ESL students who need help with the class work, writing assignments and/or lab assignments help them master the English language. ESL tutors also offer valuable feedback to instructors.

Some of the responses from students indicate a real appreciation for the ESL Tutors and gratitude that they are available to help out so enthusiastically.

- “I appreciate the help the tutors give to us.
- The tutors always help me when I need it”
- “My experience with student tutors is very good.
- The tutors always help me with my problems with grammar.”
Funds helped support tutors at the Hanford Center, for the computer class and for the math lab on Saturdays.

- At our Hanford Center we were able to serve over 30 students with tutoring; the largest number of students ever served in Hanford.

- The Saturday tutors were able to serve over 215 students.

- The computers purchased with ELI funds in 2008-2009 have helped 789 students this year.
In-Class Math Tutors

ELI funded In-Class Math Tutors in Math 360 (Pre-Algebra) & Math 200 (Elementary Algebra) to serve as liaisons between students and instructors.

Highlights of In-Class Math Tutors

- Provide an extra layer of support for students
- Help connect them to course material, other classmates & college
- Over the past five semesters, provided services to 450 students
- Survey of 86 students in Spring 2010 classes with in-class math tutors revealed that 100% of students thought ALL math classes should have in-class tutors
The Puente Project at COS is profoundly grateful to the Essential Learning Initiative for the monies provided to transform the Puente Center into a fully functional computer lab. Currently, Puente students log over 800 hours per month on these computers and the lab is constantly full of students.

The Puente Project is a transfer readiness program designed to assist at-risk students with plans to attend four year colleges with retention and success. Now in its 14th year, the project long dreamed of providing better access to technology for students who typically lack such access at home or who have difficulty commuting. These computer stations dramatically increased students’ ability to study, write and complete their college assignments.
Student Athletic Retention Program

The Student Athlete Retention Program (SARP) was initiated in spring semester 2010. The design of the program borrowed the most effective elements from existing programs at other 2- and 4-year colleges, with some elements incorporated that were unique to COS or limited by funding.

Student-athletes with a cumulative GPA below a 2.0 are required to attend study hall five hours per week; those with a 2.0 – 2.99 are obligated to three hours per week; those with a 3.0 or above are exempt unless they show a D or F on the Early Alert report, but may attend study hall if they so choose.

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<th>Week</th>
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Supplemental Instruction in Government Courses

Over the past three semesters ELI has funded Supplemental Instruction for Government 5 courses.

Highlights of Supplemental Instruction in Government 5

- Over the past three semesters 100 students have been served through supplemental instruction, (SI).
- Students who attended study sessions regularly had an average score of 10 points above the students whom did not attend.
- Students who performed poorly on an exam were able to show improvement by attending SI sessions.
- Along with improved scores, study habits & test taking skills also greatly improved.
Student and Academic Services
ESL Off-Site Coordinator & Non-Credit Courses

For three years, COS has offered Non-Credit ESL classes at sites throughout the surrounding communities. The non-credit courses are offered free to students who want to learn English, and the program has the potential to create a “pipeline” that brings students and their families from the surrounding communities to the College of the Sequoias. Each year approximately 200 non-credit ESL students attend classes at the COS Off-Site Non-Credit ESL Centers with the Off-Site Coordinator spending time each week at each site working with the instructors and enrolling students.

COS Non Credit Off-Site ESL Classes are offer at 8 sites:

- Corcoran (Family Resource Center)
- Hanford (Proteus)
- Lindsay (Lindsay Adult School)
- Farmersville (Tulare Housing Authority)
- Woodlake (Proteus)
- Visalia (CSET)
- Earlimart (Self Help Enterprises)
- Pixley (CSET)
ESL Resource Library

The ESL Resource Library houses about 60 ESL activity and ESL theory books. Twenty-three of the resource books are very popular among the ESL instructors and are regularly checked-out to enhance their lessons. ESL Instructors share how they use the resource materials with each other and consider ways to collaborate using these additional materials. They report the ESL students enjoy the activities, while the resource materials enhance instructors teaching and provide students with more practice. ESL students state the activities in the resource books offer them more information about English and extra practice to improve their English skills.
ELI funds played a crucial role in increasing the number of first year students assessed for a learning disability. During the Fall 2009 semester, 30% of the FYE students linked with the Instructional Support class expressed interest in DRC services. To date, 20% have the required documentation on file, with the remaining 10% in the process of completing the LD assessment. We are continuing to collect data for the Spring 2010 semester. Enrollment in the Learning Skills Lab continues to surpass previous years.

Accommodations that benefit students assessed with a Learning Disability:

- Students reported that their evaluation helped them understand their strengths and weaknesses and access accommodations.
- Students most often accessed extended time as an accommodation with only a small percentage using *alternative media and/or assistive technologies*.

Statewide comparisons between students who participate in programs like the DRC and their nondisabled peers:

- Take both credit and noncredit courses at greater rates;
- Show greater persistence and essentially the same retention level, (with the notable exception of basic skills and workforce preparation classes);
- Are successful at both degree and certificate attainment at a substantially higher rate.
William Garcia helped to spearhead the Early Alert Initiative for COS.

- A total of 66 faculty members submitted at least one Early Alert for 161 classes
- Faculty members from all divisions participated in the pilot program
- A total of 2,952 Early Alerts were submitted on behalf of students
- A total of 1,399 COS students received at least one Early Alert
- A total of 794 Early Alerts were submitted on behalf of EOPS students

1,663 students received an Early Alert letter grade of A, B, C, D or F and...

- 266 students were failing their classes of which 77 students (29%) ended up completing their classes with a passing grade
- 173 students were receiving a D of which 85 students (49%) ended up completing their classes with a grade of C or better
- 352 students were receiving a C of which 123 students (35%) ended up completing their classes with a grade of B or better
- 400 students were receiving a B of which 107 students (27%) ended up completing their classes with a letter grade of an A