A message from the Assistant Director

The SEQUOIAS Project would like to recognize Ross Rueger and Susan Jensen for their dedication and success in creating supplemental and augmented instruction at COS. Recently, Ross was a presenter at the Cal-Ade Conference (hosted by COS), where he shared the evolution of this creation as well as the data that he has collected thus far.

Early discussions began in 2009 with the Math and English departments. Due to the support and collaboration of these two departments, four sections of Math and three sections of English were connected with augmented instruction in Fall 2010. During this time, adding supplemental instruction across various divisions was implemented as well. In Fall 2012, the SEQUOIAS Project supported six sections of English with augmented instruction, two sections of Math with augmented instruction, and 11 sections of supplemental instruction in courses such as economics, psychology, and political science.

Ross continues to train the instructional leaders each semester with a two-day training, and meets with these student leaders throughout the semester to offer support, advice, and professional growth and development. Preliminary data has been collected, and overall student success has increased.

“...would like to recognize Ross Rueger and Susan Jensen for their dedication and success in creating supplemental and augmented instruction at COS.”

Jessica Figallo
Title V, Assistant Director
LS 308: Instructional Support

LS 308: Instructional Support—a special class offered in the Learning Skills Lab—is open to students who are both disabled and nondisabled. Because it is a special class, we are required to maintain a 51/49% ratio of students with disabilities to nondisabled students. Despite the fact that initially more nondisabled students typically enroll, the required ratio is always met by the end of the term.

During the 2011-12 academic year, the unduplicated student count over the two semesters was 330. **Fully 36% of those students who were “nondisabled” prior to enrolling in the Instructional Support class were subsequently identified for, and utilized, DRC services.** Out of the 330 students who enrolled in Instructional Support last year, 186 (56%) had taken the class before. It is interesting to note that only 55% of those 186 were students with disabilities – demonstrating that the class appeals to students whether or not they access disability services.

Student Success and Lab Use

During the Fall 2011 semester, of those who participated the required ≥44 hours, 82% attained a GPA of ≥2.0. In the Spring 2012 semester, 78% of those who participated ≥44 hours attained a GPA of ≥2.0.

Of the students who were enrolled both semesters, and participated ≥44 hours, 86% attained a 2.0 or greater GPA during both terms.

Looking at the data, another finding is that 88% of the students with disabilities who repeated LS 308 had a GPA of ≥ 2.0.

**Kathleen Conway, Learning Specialist**
Learning Skills Lab/Disability Resource Center

CalADE Conference A Success!

On Friday, October 26th, College of the Sequoias played host to the 3rd Annual California Association for Developmental Education (CalADE) Conference. Previously, the conferences had been held only in Northern and Southern California, so we felt honored to be chosen to organize the first conference in the Central Valley. Nearly 50 full-time and adjunct faculty, administration, staff, and students filled classrooms to discuss issues and needs, pedagogy, and to celebrate great things happening in developmental education across the state. Both 2-year and 4-year schools from as far south as Chula Vista and as far north as Stockton were represented at the conference. Dr. Barbara Illowsky, the statewide basic skills coordinator from the Chancellor’s Office, participated in the conference as the Key Note Speaker. The conference was a great success and the feedback from the participants was extremely positive! Thank you to everyone who helped in hosting such a great event and to those of you who were able to attend!

**Stephanie Collier**
Interim Dean, Arts and Letters
Interim Director, Title V Grant

Student comment from the Learning Skills Lab data

“I recommend the skills lab to everyone no matter their status or how far along they are in classes. I believe it can benefit any and every student regardless of course of study. I would like to see every new student in skills lab as it can help them get off to a great start, learn new study habits and get all the help they may need with study, homework assignments, and prepare for tests. Its has kept me from getting frustrated with the overwhelming projects and too much homework. Between skills lab and student success classes, I am succeeding with great grades, thanks to these 2 programs. Thank You all the helpers in the lab, they have all been life savers and pleasant to work with.”
The Newly Painted FYE Office!

COS students departed Visalia on Friday October 12th, bound for the University of California, Santa Barbara. The students spent the early afternoon at UCSB; enjoying lunch on campus; attending an informational session presented by an admissions counselor; and touring the campus with a current UCSB student. During the evening the students strolled down Stearns Wharf, taking in the pinks and purples of the setting Santa Barbara sun.

8 different workshops were offered by FYE staff during the Fall semester. The Salsa Dance lessons were popular as ever, and the academics-focused workshops continued to receive strong student interest. Students were receptive to the introduction of a few non-academic skills workshops that will continue to be offered next semester.

Workshop Topics:
- Salsa Dancing, offered monthly
- Time Management
- Student e-Portfolios, offered twice
- Resume Basics
- Graduating with an AA/AS
- Transfer Process, offered twice
- Living on a Budget
- De-Stress Techniques

All Things FYE