

Fall 2007 & 2008 Placement Data

Students Age 19 or less	Below Transfer Level Math	Below English 101
Fall 2007	87%	87%
Fall 2008	87%	84%

All students who tested	Below Transfer Level Math	Below English 101
Fall 2007	88%	86%
Fall 2008	88%	84%

Personalized Accelerated Learning (PAL)

The Office of Institutional Development and Technology at College of the Canyons conducted an analysis of the progression rates for the Personalized Accelerated Learning (PAL) program in Fall 2008 compared to cohorts who started at the same entry points in Fall 2006. The PAL program offers a series of back-to-back, short-term classes in math and English. Students can stay with the same instructor and classmates as they progress through the math and English sequences. Courses in Fall 2008 were offered in a 5 week format in the morning, midday and evening. The PAL program entry points offered in Fall 2008 included:

- English-081 (followed by English-091 and English-101)
- Math-058 (followed by Math-060 and Math-070)
- Math-060 (followed by Math-070 and Math-140)
- Math-070 (followed by Math-103)*

*Math-103 for this group was offered in an 8 week format.

Students enrolled in the math sequences were also enrolled in Counseling-111 (Introduction to College Strategies for Success). Students enrolled in the English sequence were also enrolled in Counseling-150 (Student Success).

Basic Skills - Wednesday Workshops

The Skills4Success committee has begun hosting a series of “Wednesday Workshops” during the spring semester. Workshops are held on the last Wednesday of each month. The first in the series of workshops was a technology presentation on how to integrate the use of clickers into developmental curriculum. The March workshop featured Dr. Edel Alonso, counseling chair at College of the Canyons, presenting on *Memory, Learning and How the Brain Works*. This workshop was designed to help instructors learn how to help students engage their brains and memories more effectively. In April Dr. Lynn Wright, co-chair of the Teaching and Learning Center at Pasadena City College, presented on *Creating a Culture if Inquiry: How to Start Faculty Inquiry Groups on Campus*. Dr. Wright has successfully guided a number of faculty inquiry groups at Pasadena City College, and gave strategies on implementing the Faculty Inquiry Groups at College of the Canyons. At the end of May, Dr. Kathleen Gabriel will lead a discussion on teaching unprepared students. Dr. Gabriel is a professor at Cal State Chico and author of the book *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Dr. Gabriel will also hold a book signing at the conclusion of her workshop.

Progression Rates for English-081 Cohorts: PAL Program compared to Fall 2006 Cohort

English Cohorts	Progressed to English-101 (N)	Cohort (N)	Progression Rate
PAL Program Participants: English-081 to English-101	27	34	79%
Fall 2006 Cohort	143	377	38%

Progression Rates for Math-058 Cohorts: PAL Program compared to Fall 2006 Cohort

Math-058 Cohorts	Progressed to Math-070 (N)	Cohort (N)	Progression Rate
PAL Program Participants: Math-058 to Math-070	13	21	62%
Fall 2006 (Math-058 Cohort)	45	268	17%

Progression Rates for Math-060 Cohorts: PAL Program compared to Fall 2006 Cohort

Math-060 Cohorts	Progressed to Math-140 (N)	Cohort (N)	Progression Rate
PAL Program Participants: Math-060 to Math-140	15	26	58%
Fall 2006 (Math-060 Cohort)	53*	304	17%

*Progressed to Math-130 or Math-140 within 2 years

Progression Rates for Math-070 Cohorts: PAL Program compared to Fall 2006 Cohort

Math-070 Cohorts	Progressed to Math-103 (N)	Cohort (N)	Progression Rate
PAL Program Participants: Math-070 to Math-103	N/A	3	N/A
Fall 2006 (Math-070 Cohort)	238	492	48%

College of the Canyons



Basic Skills Initiative

www.canyons.edu/s4s



College of the Canyons Skills4Success empowers students to achieve their educational, employment, and civic goals through continued development of language, mathematical, analytical, and technological skills. Skills4Success is committed to creating an environment of learning and student engagement through coordinated instruction, student services, and supplementary services.

Challenges in Student Success

College of the Canyons is serving record numbers of students. The college during the 2008-09 academic year has seen unprecedented enrollment growth: Fall FTES increased by 19 percent, Winter FTES increased by 32 percent, and Spring 2009 FTES increased by 12 percent. Our challenges related to basic skills students and improving their success:

- The sheer numbers of students placing into basic skills is astounding. These students often enroll in non-basic skills courses prior to the skills based courses that will enhance their overall success.
- Given advancement in pedagogy integrating basic skills instruction across the curriculum is difficult to implement. Extensive professional development is needed.
- The large number of part-time faculty teaching across all disciplines creates additional difficulty in seeking faculty buy-in to the notion that basic skills is everyone’s responsibility. The involvement and participation of part-time faculty in professional development opportunities is minimal.
- Consistent funding is a barrier to successful implementation of strategies. We just begin to make steps that will impact larger numbers of students and often the funding dissolves to support initiatives. To be successful initiatives have to impact large numbers of students, not act as boutique programs serving small populations.

High School & Community College Connection

Based on the increasing number of unprepared students coming into college from high school, College of the Canyons has worked to build bridges with our local high school district. College of the Canyons faculty in the disciplines of English and mathematics have made a concerted effort to dialogue and connect with their counterparts in the Hart District.

Representatives from the Math Department have been meeting on a monthly basis to discuss content areas and review research. The group has identified at least one major difference in their classroom practices that potentially has an impact on student placement at the College. Students are allowed to utilize calculators in their high school math courses but are not allowed to use calculators on the College’s placement exam or in math classes. Now they have to figure what to do about this discrepancy. The group is at a point where they will now begin classroom observations and guest teaching in each other’s classrooms.

The English faculty from the college worked with their colleagues to assist in the development of an English course that was equivalent to the college’s one level below transfer. This course is now an option for many students during their senior year of high school. The faculties from both districts look forward to continuing their discussions and working to improve student success. College of the Canyons is particularly excited about our upcoming May 29th group meeting for all college and high school faculty. This meeting will feature a presentation by guest speaker Dr. Kathleen Gabriel on her book *Teaching Unprepared Students*. These books will be provided to all faculty free of charge.

Cost of Remediation

Every year Community Colleges in California spend significant resources in educating high school graduates that are not ready for college level course work. Specifically, College of the Canyons spent \$9 million last year offering 456 course sections to unprepared high school graduates. These dollars could be used to offer transfer curriculum and workforce training.

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Counselors Academic Plan

The Counseling Department has strategically focused on reaching students in English and math basic skills courses. Counselors made visits to the classes to discuss degree and certificate requirements and the importance of developing an educational plan. In fall 2007 and spring 2008, counselors made presentations to 41 sections of ENGL 081 where a student interest survey was distributed to students. 866 surveys have been collected. These students were then mailed certificate and major information. In 2007-08, 527 students who indicated they were “interested in a counseling appointment” were contacted by a counselor or program advisor to schedule a counseling appointment. Of those 527 contacted, 422 students were scheduled for a counseling appointment. For 304 of those students this was their first counseling appointment. There has been an 86 percent increase in students attending their first counseling appointment. We will be conducting an evaluation of this program to determine if these efforts resulted in greater student persistence and retention.

Total Outreach Conducted for 2007-2008 & 2008-2009 Academic Years

Counselor presentations to English 071, English 081, and Math 025	86
Student Interest Surveys (COC Career Technical Preparation Programs) collected	1819
Students called by Counseling staff	1097
Appointments scheduled via staff calls or students' own initiative	769
Appointments resulting in Student Educational Plans (SEPs)	618
Students meeting with counselor in an appt for the first time	462
Students receiving a SEP for the first time	481

15 College Success Tips Program

The 15 College Success Tips emerged from the Leadership Education in Action Program (LEAP), a program designed to help College of the Canyons staff, managers, and administrators discover and cultivate their leadership potential. The 15 Success Tips Program Steering Committee met with other organizations, departments and stakeholders at College of the Canyons to gather input on the tips that should be included. In addition the team obtained support from the Academic Senate for implementing this idea campus wide. The 15 points include:

- Student Right and Responsibilities

• Note Taking

• Goal Setting

• Time Management

• Student Support Services

• Academic Resources

• Test Taking
- Creative/Critical Thinking

• Reading

• Relationships

• Healthy Lifestyles

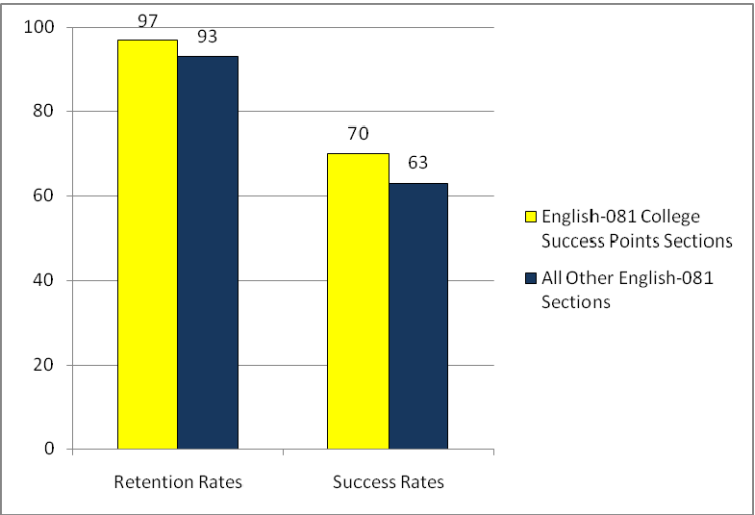
• Self Awareness

• Financial Aid

• Stress Management
- Life After Community College

Students were surveyed and asked which of the 15 success tips they found most useful. **More than half** of all students that completed the survey indicated that they found all of the College Success Tips helpful or very helpful. The top tip that students found to be most helpful was time management.

The 15 Success Tips Program objectives include promoting one or more success tips a week into all courses, increasing awareness among faculty and students of college success skills needed, encouraging discussion and implementation of college success skills in all classes, and creating social and learning networks for students.



Data was gathered to assess the success of the program. The retention and success rates were compared between students enrolled in English-081 Success Points sections and all other English-081 sections. As shown in the chart above, the retention and success rates for College Success Points sections increased by 4% and 7%, respectively over sections not participating in the program.

Student Success Symposium

On February 2nd 2009, College of the Canyons hosted their first Student Success Symposium. This all-day conference and workshop was designed to help both full-time and part-time faculty better recognize and address the needs of their underprepared students. The conference features a variety of presentations that encouraged all faculty to consider a variety of improvement to their teaching.

The faculty-driven panels and presenters provided all participants with a better sense of how to encourage and advance the current generation of College of the Canyons students.

The morning sessions consisted of a welcome address given by Audrey Green and Denee Pescarmona, co-chairs of College of the Canyon's Basic Skills Initiative. From there the larger group broke up into two separate break out sessions. The part-time faculty attended a discussion on the

challenges adjunct faculty face in addressing the needs of basic skills students. Full-time faculty from all disciplines attended a roundtable discussion in which they shared their experiences, challenges, and perspectives.

Next, the entire group attended a workshop on effective learning practices for all disciplines led by Dr. Janet Fulks of Bakersfield College. Dr. Fulks is currently the ASCCC statewide Curriculum Chair and a member of the executive board. As a BSI Program coordinator she has led Basic Skills workshops and presentations at more than 20 different colleges. The luncheon session featured a keynote address, also given by Dr. Fulks, titled *Our Students, Our Roles: The Importance of Basic Skills*.

The afternoon breakout sessions examined in-class work that can be done to better address

the study skills and assessment needs of basic skills students and offered a presentation on how to assist basic skills students from day one with foundational practices. The last group presentation of the day focused on digital literacy and examined the movement toward teaching technology as a skill.

The symposium generated a valuable discussion and several topics for follow up workshops.



Basic Skills Initiative Training Needs Survey



During the Fall 2008 semester, the Office of Institutional Development and Technology, in cooperation with the Skills4Success Committee and the Faculty Professional Development Committee, surveyed all faculty members (full-time, adjunct, non-credit) in order to obtain information on their awareness of the Basic Skills Initiative, their experience teaching basic skills learners, and their desired workshop topics. This information is being used to develop professional development activities for faculty members to address the Basic Skills Initiative for California Community Colleges.

Results

59 percent of respondents surveyed indicated that they **were aware** of the Basic Skills Initiative for California Community Colleges prior to receiving this survey.

40 percent of respondents surveyed indicated that they have **some experience** working with basic skills learners in the classroom, followed by **35 percent** who indicated they are **experienced** in working with basic skills learners and **25 percent** that indicated they have **no experience** working with basic skills learners in the classroom.

79 percent of respondents indicated that they have participated in professional development focused on student success and basic skills learners. Specifically, **34 percent** of respondents indicated that they have participated in professional development opportunities that were focused on student success and basic skills learners **on campus**, followed by 32 percent that indicated they have participated in professional development opportunities **outside of the campus**, **21 percent**.

that indicated that they **have not participated** in any professional development opportunities that focused on student success and basic skills learners, and **13 percent** who have participated in professional development opportunities **on campus and in other venues**.

Respondents were asked to indicate the basic skills topics they would like to see addressed at future workshops and were instructed to mark all that apply. Respondents indicated that they would like to have specific pedagogical practices addressed at future workshops (**59 percent**), followed by principles of learning theory (**53 percent**), culturally responsive teaching theory and practices (**41 percent**), curricular and program alignment strategies (**40 percent**), holistic student development (**40 percent**), and specific student services practices (**29 percent**). **Eight percent** of respondents indicated that they would like “other” topics addressed at future workshops. These topics include motivational theory and practices, accelerated learning techniques, training in similar orientation in teaching credential with young teens, and specific strategies for mathematics.

Upon review of the survey results, the following recommendations were taken into consideration for the Skills4Success Committee and the Faculty Professional Development Committee:

- Explore ways to increase awareness of the Basic Skills Initiative among adjunct faculty and encourage participation in opportunities for professional development.

- Consider providing additional Professional Development opportunities on campus that are specifically geared towards teaching basic skills learners and increasing student success for this population.

- Consider incorporating the basic skills topics that instructors would like to see addressed at future workshops, specifically *specific pedagogical practices, principles of learning theory, culturally responsive teaching theory, curricular and program alignment strategies, and holistic student development*.