

## Upcoming Events

### • Skills4Success Committee Meetings.

The Skills4Success (S4S Committee meets the fourth Thursday of every month at 2:00. The first meeting will be held in PDR #2. All are invited to attend and participate.

### • SCV Learning Consortium Meetings

The Math and English Learning Consortia will be meeting in September. Consortia consist of faculty from College of the Canyons and the William S. Hart Union High School district primarily. Faculty interested in participating can contact Collette Gibson, Math co-chair, or Brandy Beda, English co-chair. Catherine Parker serves as the project coordinator.

### • 2011 Strengthening Student Success Conference

This year's theme is "Emerging Issues in Assessment and Learning." San Francisco Marriott, October 12-14, 2011. Sponsored by the RP Group. Jennifer Brezina and Daylene Meuschke will be representing College of the Canyons and presenting their research on Accuplacer's reading scores as a predictor of student success.

### • Creating an Effective Mindset for Student Success

Cerritos College will be holding a one-day conference with guest presenter Carol Dweck (author of *Mindset*) on November 4. The conference link and CFP is on the S4S Website.

### • Jeffrey Duncan-Andrade at the S4S Spring Symposium.

Mark the date! The 4th Annual S4S Spring Symposium is February 3. This year's guest speaker is Professor Jeffrey Duncan-Andrade, author of "Note to Educators: Hope Required When Growing Roses in Concrete." Last year's speakers were Dr. Kay McClenney, director of the Community College Survey of Student Engagement, and Laura Hope, Dean of Instructional Support at Chaffey College. Both speakers emphasized that students come to college with high expectations but little understanding of the academic rigor. Dr. McClenney endorses a protocol of "high expectations with high support" because students "do not do 'optional'."

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Partnering for  
Student Success

# S4S Update

## Skills4Success Partnerships

- 3CSN
- Academic Senate
- Admissions & Records
- Basic Skills Initiative
- Cal-ADE
- Cal-PASS
- Counseling Dept.
- CTE
- DSPS
- English Dept
- ESL Dept.
- EOPS
- Grant Writing Office
- Institute of Teaching and Learning (ITL)
- Institutional Research
- Instruction Office
- LA Regional Network
- Library
- Math Dept.
- Noncredit and Community Education
- Office of Distance and Accelerated Learning
- Public Information office (PIO)
- Student Development
- Student Services
- Tutoring, Learning and Computing Lab (TLC)
- William S. Hart Union High School District



## this issue

Supplemental Learning Update **P.1**

Skilled Teacher Certificate **P.2**

First Year Experience **P.3**

What's New in S4S **P.3**

## Supplemental Learning Update: Improving Success and Retention

The goal of supplemental learning is to support student success, particularly in areas of high need, such as literacy, math skills, learning skills, and courses that are traditionally difficult for our students.

Sponsored by the Skills for Success initiative, the Supplemental Learning Program offers workshops on a variety of topics from fractions to essay writing. These faculty-led workshops are designed to supplement classroom learning by providing students with additional practice and by reinforcing skills such as time management or note taking. For students whose schedule does not allow them to attend a workshop, the Supplemental Learning Program offers individualized learning activities (Guided Learning Activities or GLAS) that can be completed at the student's convenience in the college learning center with the help of a tutor. Skills4Success is pleased to be working cooperatively with the TLC to help students complete activities in the Supplemental Learning Program.

All workshops and individualized learning activities are free to students. No registration is required. According to Jose Martin, the Supplemental Learning Program Faculty coordinator, "Supplemental Instruction and Supplemental Learning have achieved dramatic results nationwide. Our program brings the benefits of supplemental instruction to College of the Canyons students, but in a much more flexible format."

So far, the Supplemental Learning Program has demonstrated dramatic improvements in student success and retention. Students who complete at least five workshops or GLAs during the semester see an increase in success from 69% to 78% (COC Research Brief #34). Even more impressive are the results for students in basic skills English and Math classes. Students in basic skills Math classes who complete at least five activities see an increase in success from 46% to 67% and English basic skills students who complete at least five activities go from 46% success to 95%.

Faculty and students can access the schedule of workshops and topics online at [www.canyons.edu/S4S](http://www.canyons.edu/S4S). Faculty wishing to discuss implementation of the Supplemental Learning Program should contact Jose Martin ([jose.martin@canyons.edu](mailto:jose.martin@canyons.edu)) for more details.

What Students Have to Say about the Supplemental Learning Program

“I learned new ways to study and prepare myself.”

“Professor gave us more information as how to succeed in and out of class and I sincerely appreciate [it].”

“I really enjoyed this class. At first it was for the extra credit, but it was really useful.”

“The workshop helped me with knowing the importance of planning your time before you start writing”

“I love these workshops! They help more than anything!”

“Learned how to manage my time is very important. I'll be back.”

“This class will be very helpful for me because she taught me a lot of things I don't know.”



Skilled Teacher Certificate

Partnering with the ITL and FDC to develop excellence in Community College Teaching

There are many challenges that face college instructors today; however, there are many reasons to feel privileged to be a teacher engaged in higher education. Anyone concerned with educational and economic equity in our society will recognize the importance of having skilled college faculty in our classrooms. Moreover, there is now a large body of empirical research about how to teach most effectively.

Starting Fall 2011, College of the Canyons instructors will have the opportunity to develop skills that will enhance their repertoire of teaching strategies. The Skilled Teacher Certificate is a joint effort of the Institute of Teaching and Learning, the Faculty Development Committee and the Skills4 Success Committee. The Skilled Teacher Certificate is a true example of campus-wide synergy—faculty and staff working together to meet the needs of students.

The Skilled Teacher Certificate is a 54 hour program that allows full-time faculty the opportunity to gain either FLEX credit or salary advancement through sustained professional development, similar to the educational development that happens in a semester length ITL course. The course ends with a capstone project teaching portfolio.

The Skilled Teacher Certificate allows faculty more time to develop skills. Faculty completing the certificate can take up to two years.

The Certificate also allows faculty to more flexibility. Workshops and modules are schedule at a variety of times and repeated throughout the semester to accommodate the many demands on faculty. In Fall 2011 workshops will be help on Tuesday and Fridays. Modules one through five will be offered in Fall; modules six through eight will be offered in Spring 2012, with repeats of modules one through five as well.

“Many of our students lack the so-called ‘soft skills’ – study skills, motivation, work ethic – that they need to succeed in higher education and in the workplace”

The modules address a variety of current topics in education including assessment, student engagement and motivation, and use of new technologies. Additionally, faculty will also have “elective” workshops they can attend from the FLEX program of activities. “Faculty today have many interests and many scheduling challenges that make professional development complicated. The certificate

meets faculty where they are. Our faculty come to us well-educated in their subject field, but not always well-trained in teaching techniques. The certificate allows faculty to better meet the needs of students,” stated Denee Pescarmona, faculty coordinator of the Skills4Success Committee.

Faculty interested in completing the certificate can contact Ron Dreiling, ITL Director for more information. Faculty can enroll in workshops by contacting the Office of Professional Development.



FYE: Helping Ease High School Transition

Now in its second year, FYE has helped more than 400 Hart Union High School District Seniors achieve their goal of attending College of the Canyons. Students receive course, preparation and mentorship as they endeavor to meet their academic and career goals and dreams.

FYE (First Year Experience) is a comprehensive program for College of the Canyons freshmen entering from the Hart District. COC FYE is meant for students entering college below transfer level in English and/or Math.

Several colleges nationwide offer first-year or freshman-year programs to assist students with the difficult transition from high school to college. There is no specific model for FYE programs; each program is customized to meet the needs of the individual college and its student population. COC’s FYE is designed to meet its students specific needs. The COC FYE program is a true partnership between instruction and student services. Instructional faculty, counseling faculty, career advisors, student leaders, A&R staff, Financial Aid, EOPS and DSPS all participate in this unique experience.

College of the Canyons’ FYE program consists of a year and a half long program, consisting of pre-entry outreach, career and academic counseling, and college orientation followed by a year of mentorship and academics According to Kathleen Gabriel, “As educators, we have an obligation to all of our students, including those who arrive unprepared. As members of an institution . . . , we must use a myriad of actions that will provide unprepared students with real opportunities for success” (Gabriel, 2008, p. 4). COC’s FYE provides Hart District seniors with that real opportunity for success.

What’s New in 2011-2012?

Accelerated Curriculum is making a big impact across the state and nation. What is it and how can we do it well?

Research has shown that the structure of developmental course sequences has a negative impact on student success. Many developmental English and Math course sequences have three or four levels of coursework before students even reach degree applicable or transfer level courses. Each course serves as a chance for students to fail—to fail the course, to not persist in the sequence. This keeps students from reaching their goals.

College of the Canyons is working to change these patterns. COC already has a robust offering of compressed developmental courses, known as PAL. Starting in Spring 2012, COC students will have the opportunity to take accelerated Math and English courses which will eliminate “leakage points” in the current sequences., and move students more quickly to their academic and career goals. Most particularly, Math 075 is an accelerated algebra for statistics course that, combined with Math 140 (transfer-level statistics) will enable students to complete developmental and transfer Math in one semester.

What Students Have to Say about FYE

“Overall it really helped me feel ready for my first semester of college.”

“This is helping get started on the right path and getting classes before the upper classmen.”

“Amazing, I'm less stressed now and I have my classes and all the info... thanks so much. :)”

“Your orientation leaders ROCK!”

“Really got me thinking about what I want to do! GO COUGARS!”

“I had a great time and look forward to attending COC.”

