***Connecting the Dots to Improve Student Success***

**Laney College Foundation Skills Committee**

**At A Glance Information Sheet**

The following is a list of programs, projects and activities aimed at improving the success rates in English, ESL and math that are in place for Fall 2013.

**Laney Pathways Programs**

**(Cohorts designed to meet the needs of foundation skills students based on their assessment results and individual goals)**

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| Program/Activity | Description | Highlights of Strategies/Effective Practices in Use | Contact |
| **Foundation Skills Pathway Program** | A comprehensive basic skills program providing wrap around services to students who assess at the foundation skills level in English and math  Cohort of classes: | The program is highly coordinated, facilitates early completion of developmental coursework, recruits faculty who are knowledgeable and enthusiastic about developmental education, provides counseling support that is integrated with academic courses, includes mandatory orientation and assessment, and addresses the holistic development of students. | David Mullen, Program Coordinator |
| **ESL Pathway Program** | A pathway program for beginning-level ESL students scoring lower than the cut-off score for high-beginning ESL to build a foundation in the vocabulary, grammar, reading, writing, listening and speaking skills; knowledge of U.S. College Culture; and familiarity with English as a Second Language instruction required for further participation in and eventual completion of the ESL program  Cohort of classes:   * ESL 284A High-Beginning Grammar * ESL 283A High-Beginning Listening & Speaking * ESL 218 Writing Workshop * ESL for College Workshop (8 hours) | The program is highly coordinated; streamlines instruction as the same instructor teaches ESL 283 and 284 with a unified context and approach; incorporates instructional technology to accelerate learning; provides comprehensive support through the use of trained tutors; and introduces vocabulary, concepts and aspects of U.S. college culture needed for students to comprehend college orientation and make use of the information provided | Suzan Tiemroth-Zavala, ESL Dept. Chair  Steve Zetlan, ESL Instructor |
| **CTE Pathway Program** | A pathway program accelerating new and continuing CTE students to succeed in completing the math and English courses required for an A.S. degree through the use of contextualized learning and wrap around support.  Cohort of classes:   * Math 221 Technical Math; * English 1A (contextualized for CTE); * Counseling 207A Career Exploration * Foundations Orientation Workshop. | By contextualizing the Math and English courses to the Trades, students are accelerated and given basic skills to support their highly technical trades classes. The program is highly coordinated, including a faculty inquiry group that meets regularly for professional development and contextualizing material in consultation with CTE faculty. Students receive individualized and inclusive attention from instructors, trained tutors and a counselor. | Sonja Franeta, Program Coordinator and Beth Maher, CTE |

**Instructional Support/Tutoring**

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| **Smartpen Project** | The project is designed to improve student success in entry level math classes by capturing classroom instruction using Smartpens and developing a peer support community to help students study using the multisensory Smartpen notes (Smartpens capture and combine audio and written notes).  The project has currently been used with Pre-Algebra. Current findings from students include successful passage rates by students who have previously failed Pre-Algebra numerous times. Given the success of the project, three math faculty teaching Pre-algebra-Intermediate Algebra are scheduled to participate along with six work study students for Fall 2013 | This project provides an innovative academic support mechanism that enables students to review class instruction as often as needed. It employs a new method of instruction to accommodate student diversity and addresses the holistic development of the student through participation in a peer support community. | Stacey Kayden, DSPS and Christine Will, Mathematics |
| **Textbook Loan for Introduction to Tutoring Course (LRNRE 30)** | LRNRE 30 Introduction to Tutoring is a 1-unit training course required for all peer tutors at Laney. The textbook, *A Training Guide for College Tutors and Peer Educators,* will be loaned to students for the duration of the course to lessen the out-of-pocket cost to participate in the Laney College Tutor Program. | Laney College programs provide comprehensive academic support mechanisms, including the use of trained tutors. The textbook for LRNRE 30 will be aligned with the curriculum, which is designed to meet CRLA standards, and will therefore prepare tutors for all modes of tutoring in all subject areas. | Lisa Cook, Tutoring Cooridnator |
| **DSPS Tutoring Across the Curriculum** | A DSPS tutor or tutors to provide learning assistance and share expertise with other tutors in the DSPS tutoring room, the Math Lab, and the Writing Center. The tutor(s) and DSPS faculty will provide workshops and ongoing support for all Laney College tutors to improve their understanding of DSPS students and their ability to tutor them. | Improve the college’s ability to address the needs of DSPS students and students with learning differences in its tutoring centers. | Karen Talbot, DSPS |

**Professional Development**

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| **Workshop: Methodology in Reading and Writing Instruction for Faculty across the Curriculum** | Integrated reading/writing instruction is a key feature of current best practices in foundation skills and particularly in acceleration models for English and ESL in California and elsewhere. Successful methodology for such integration incorporates several approaches that will be covered in this semester-long workshop led by trained and experienced faculty including: the process writing approach developed and taught by the National Writing Project; Reading Apprenticeship, as developed and taught by WestEd; Inquiry-based approaches to reading comprehension; and Integration of computer technologies to support developing foundation skills in reading and writing.  Faculty in need of this training who have met their obligation for professional development as stated in the contract receive stipends for participation. | * The Faculty play a primary role in needs assessment, planning and implementation of staff development in support of basic skills programs. * Professional Development engages teams of faculty in an ongoing series of workshops. * New faculty are provided staff development activities that assist them in transitioning into the community college academic environment * Staff development activities promote interactions among instructors | Anne Agard, ESL Instructor |
| **Technology Skills for Teaching: Individualized Training for ESL and English Faculty** | Individualized technology training for teaching to be carried out as requested by instructors or as offered to instructors whose need is determined through an initial needs assessment  Instructors are trained to:   1. Use their laptops, LCD projectors, smart boards, internet resources, Skype, etc. in the classroom. 2. Access district resources in the Peralta website and Passport. 3. Learn productivity software such as Word, Excel, Power Point, Google Docs, etc. 4. Raise their level of knowledge and skill beyond basic.   Group training to be offered when there is a technology based task required of multiple faculty such as reporting through Passport or sending an Excel file to admissions and records. | * The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. * Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. * Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. * Practices that have proven to be effective within the college are employed. In this case the practice is to provide ongoing, individualized instruction and support for faculty to become up to date on the technology skills needed for their institution and classroom teaching. (The work of the Assessment Committee has proven this approach to be far more effective than workshops that are singular events.) | Deborah Brooks, ESL Instructor |

**Assessment and Orientation**

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| Program/Activity | Description | Highlights of Strategies/Effective Practices in Use | Contact |
| **ESL Orientation and Assessment Test Preparation as a Required Step in Placement Testing** | Prior to taking the COMPASS and ESL Writing Test, all new students attend a 1.5 hour ESL orientation and placement test prep session that includes:   1. Explanation about the new curriculum and levels of ESL. Comprehension is checked by the use of Iclickers and rate of presentation is adjusted. 2. Explanation of how to take the new COMPASS computer test and practice test 3. Instruction on and practice in using a computer mouse 4. Explanation about the new ESL Pathways cohort and assistance in registering for it 5. Information about other programs for ESL students (APASS) | * Improve accuracy of placement testing by preparing students to take the test. * Improve ESL students’ ability to access programs and services available to Foundation Skills students by providing the information in a format designed and presented by ESL instructors. * Incorporate student feedback gathered through the use of IClickers into the presentation and make adjustments accordingly. | Suzan Tiemroth-Zavala, ESL Department and Dean Tina Vasconcellos |

**Learning Resources**

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| Program/Activity | Description | Highlights of Strategies/Effective Practices in Use | Contact |
| **Encouraging Reading:** **Renewal of Library Browsing Collections** | The Library will review browsing collections and remove outdated and worn materials. The Library will purchase new, easier-to-read, recreational reading titles of special interest to foundation skills students for Browsing Area Collections (New Readers, ESL, Paperbacks, Graphic Novels and Children’s Literature). A librarian with a background in young adult literature and adult literacy will be the primary selector. The librarian will consult with the English and ESL Departments to ensure selections support the current curriculum. Books will be perma-bound for better preservation. | * Continue support of basic skills learning communities and basic skills supplemental instruction. * Programs provide comprehensive academic support mechanisms * Encourage reading by revitalizing aging Browsing Collections so that they will be more appealing to students. Because of the proximity of the collections, students will be drawn to different collections in the browsing area and explore more challenging reading material. Students with children will be encouraged to borrow books from Children’s Literature collection. | Evelyn Lord,  Librarian |