**Laney College**

**Request for Foundation Skills Funding**

This form must accompany all requests for Foundation Skills funding. Additional documents may be attached to the form, but cannot be accepted in lieu of the form.

**Instructions:**

* **Please fill in all columns** as clearly as possible.
* **For Item 1, provide a summary** of your proposed project/activity. If your project has several components, list them separately. Please feel free to include more detail in an attached document. **Also include assessment/institutional research and any other data to support the need for your proposed action.**
* **For item 2, list the number of the** goal and activity addressed from the Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan), which is on pages 2-4 of this form.
* **For item 3,** state the specific practice and strategy behind the project/activity. For your reference, a summary list of the effective practices presented in the CCCBSI document *Basic Skills as a Foundation for Student Success in California Community Colleges* is on page 5 of this form*.* This document was reviewed and referenced by the Laney BSI team to create the Foundation Skills Plan.
* **For item 4, indicate whether this is a new project, or a change or expansion** of a current project. If a change or expansion, please list the current project that you wish to modify. \*FSC monies cannot be used to replace funding for the exact same program or activity previously funded by another source without expansion or change to further address the Foundation Skills Plan.
* **For item 5, list the specific outcomes** you expect to achieve with your project.
* **For item 6, provide a summary of the method(s) of assessing your outcomes** and your plan for documenting and disseminating your results. \*Recipients are required to enter evidence of outcomes and assessment results in TaskStream. Future funding is contingent upon documentation.
* **Item 7 is the target completion** date for your project.
* **For Item 8, list all parties responsible** for the project or components of the project.
* **For item 9, list the specific budget amounts** requested. Please be detailed or list a total amount and attach a detailed breakdown. This may include release time or stipends if appropriate.

**Please submit all requests for Foundation Skills Funding to the Foundation Skills Co-Chair, Suzan Tiemroth-Zavala (stzavala@peralta.edu). The FSC meets on the second and fourth Thursday at 12:00 of each month. Please submit requests by the Thursday before the next scheduled meeting.**

This form was created following a template created by the *Essential Learning Initiative at the College of the Sequoias* (https://www.cos.edu/about/FacultyStaffSupport/ELI/Pages/default.aspx)

**Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan)**

**Section A – Organizational/Administrative Practices**

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| --- | --- |
| (*Due on or before December 10, 2010*) **2010-11 ESL/Basic Skills Action Plan** | **District: Peralta Community College District**  **College**: Laney College |

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| **Planned Action** | **Effective Practice and Strategy** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** |
| Develop a transparent budget process that addresses the learning needs of basic skills students. | A.1.4 Developmental education is adequately funded and staffed.  A.3.3. A designated budget allocation exists for developmental education. | Fall 2011 | President, VP of Instruction, VP of Student Services, Business Manager, Foundation Skills Committee |
| Continue and expand basic skills tutoring services and tutoring coordination. | A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). | Fall 2011 | Vice President of Instruction, Vice President of Student Services, Tutoring Coordinator |

**Section B – Program Components**

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| **Planned Action** | **Effective Practice and Strategy** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** |
| Formulate a task force comprised of student services and instructional faculty, classified staff and students to review and update orientation materials and processes. | B.1.1. Mandatory orientation exists for all new students. | Fall 2011 | Vice President of Student Services, Dean of Matriculation, Foundation Skills Committee, Faculty Senate President, Classified Senate President |
| Implement mandatory orientation and assessment of new basic skills students. | B.1.1. Mandatory orientation exists for all new students.  B.1.2. Mandatory assessment exists for all new students. | Fall 2011 | Vice President of Students Services, Dean of Matriculation, Dean of Student Support Services, Foundation Skills Committee |

**Section C – Faculty and Staff Development**

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| **Planned Action** | **Effective Practice and Strategy** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** |
| Create a basic skills professional development plan that is supported by the administration. | C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration. | Fall 2011 | College President, Faculty Senate President, Professional Development Committee |
| Develop a formal faculty orientation and mentorship program. | C.2.5. New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.  C.2.6. Staff development activities promote interactions among instructors. | Fall 2011 | Vice President of Instruction, Faculty Senate President, Professional Development Committee |

**Section D – Instructional Practices**

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| --- | --- | --- | --- |
| **Planned Action** | **Effective Practice and Strategy** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** |
| Initiate a process for assessment of basic skills courses. | D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. | Fall 2011 | Vice President of Instruction, Faculty Senate President, Learning Assessment Committee |
| Continue and expand the tutoring training program and tutoring coordination. | D.10. Programs provide comprehensive academic support mechanisms, including trained tutors. | Spring 2011 | Vice President of Instruction, Tutoring Coordinator, Foundation Skills Committee |
| Continue support of basic skills learning communities and basic skills supplemental instruction. | D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. | Spring 2011 | Vice President of Instruction, Vice President of Student Services |
| Set up a task force to create lists of recommended courses that includes pre-designed course packages that depend upon students’ individual goals and assessment results. | D.5.1. A well-planned, step-by-step sequence of developmental course offerings exists. | Fall 2011 | Faculty Senate, Foundation Skills Committee |

**Summary of Effective Practices from *Basic Skills as a Foundation for Student Success in California Community Colleges***

Organizational and Administrative Practices

A.1 Developmental education is a clearly stated institutional priority.

A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.

A.3 The developmental education program is centralized or highly coordinated.

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

A.7 Institutions manage faculty and student expectations regarding developmental education.

Program Components

B.1 Orientation, assessment, and placement are mandatory for all new students.

B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Staff Development

C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

C.3 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.

C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices

D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

D.5 A high degree of structure is provided in developmental education courses.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

D.8 Developmental faculty routinely share instructional strategies.

D.9 Faculty and advisors closely monitor student performance.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

**Request for Foundation Skills Funds**

**2017-18**

**Title of Proposal: Pilot Tutoring Support for Online Classes and Canvas\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_4/10/19\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Year:\_\_Sp ‘19\_\_\_\_\_\_\_\_**

**Persons Requesting Funds: \_\_\_\_Ian Latta, Suzan Tiemroth-Zavala\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Division:\_\_\_\_\_\_\_\_Tutoring\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| 1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action | The Foundation Skills Committee has been working to establish a Student Success Center where students who have hit a wall and don’t know where to go can drop in and get assistance. As the idea developed, we decided to break apart several parts of the original idea so we could fund them and bring to fruition the most immediately achievable parts of the plan. This is the section for tutoring support and a community of practice for online classes.  All students have a right to take online classes, but not all students have computers or high-speed internet at home. (Indeed, not all students have homes.) We should provide access to computers at a minimum, but we should also provide support for students in learning how to use the computers and online learning platforms. Our experience as basic skills instructors and our focus on learners tells us that students who are just using a computer or new online learning platform for the first time will need extra help to learn how to use it effectively. Students would benefit from a dedicated space to learn how to use the tools required for online/hybrid classes that will include dedicated, trained tutors.  An important element of the plan is training for tutors to provide hands-on support in the center. We will supplement this proposal with funding for trainings for tutors and a community of practice that might build on the best practices developed by instructors in communities of practice previously funded by the FSC.  We should also acknowledge that many instructors of face-to-face classes use Canvas. The tutor coordinator fields many requests from students and instructors for support in using canvas.  Tech tutor duties:   1. Help students with the technical side of their online, hybrid, Canvas, or otherwise computer-based coursework. Try to stick to helping students to learn the online tools like Canvas or google apps, rather than helping students with the actual content of the course. 2. If other questions arise, including how to use computers or other technical, IT-type help, feel free to help the student or point the student to other resources they can use to get help, such as the Peralta IT help desk. Don’t feel like you have to be able to answer every question. Your area of expertise is how to succeed in an online class. 3. If opportunity and need arises, we may try to offer streaming tutoring over the internet. In that case, we might ask you to try interacting with students using a mic, camera, or text chat (during your scheduled tutoring hours). 4. We may ask you to help deliver chromebooks or laptops to classes that are housing them in the TRC. 5. Participate in community of practice by making a list of all the questions students ask you and contributing to repository of resources and best practices for future tutors.   CENTER GOALS:   1. Support students in online/hybrid classes with computers and tutors 2. Online tutoring 3. IT support 4. Research support 5. Community of practice for online/hybrid instructors. Work with tutors and get to know students’ difficulties. Tutors could shadow instructors’ interactions with students. Rupinder suggests creating an online orientation for success in an online course.   Trained tutors are at the heart of this Center’s goals, and this proposal is how we aim to train them.  COP Goals   1. Hold at least two meetings/trainings, with as many tutors as can attend. 2. Contact at least three professors of online classes in at least three disciplines 3. Create a list of questions students need help with. 4. Create a repository of resources and best practices for future tutors. |
| 2. Goal and Activity Addressed from Foundation Skills Planning Matrix | Continue and expand basic skills tutoring services and tutoring coordination. |
| 3. Effective Practice and/or Strategy | A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.  D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors. |
| 4. New, Change or Expansion\* | New |
| 5. Expected Outcomes | Improved success for students who get help in their online classes, as well as other classes utilizing canvas.  Increased technological skills and confidence in online courses for basic skills students. |
| 6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results\* | Collect SARS data from students using the tutoring support.  Surveys of students and tutors.  Research requests on classes that bring students to the center. |
| 7. Target Date for Completion | 5/25/19 |
| 8. Responsible Persons/Dept. | Ian Latta/Tutoring, Suzan Tiemroth-Zavala/ESOL |
| 9. Specific Budget Amounts-Include Breakdown\* | **Online Tutoring:**  **$13.80/hr X 6 hours/day X 4 days/week= $331.20**  **X 2 tutors= $662.40**  **X 5 weeks (Spring '19) =$3,312**    **Training/COP:**  **$13.80/hr X 2 hours/week X 5 weeks (Spring) = $138**  **X 10 tutors = $1,380**  **$1,000 Stipend for faculty to direct the COP (20 hours X non instructional rate)** |

Other required Institutional Resources (e.g. Facilities):

Other Funding Sources:

Top of Form

Check here if additional narrative is attached:

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***For Foundation Skills Committee Use Only:***

Committee Approval  Approved  Approved with Changes Noted  Not Approved  Resubmit with Changes Noted

Comments:

FSC Faculty Co-chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FSC Administrative Co-chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

lrc: 3/10/13