



Basic Skills Initiative:  
Making an Impact at Cañada College  
Spring 2008 – Spring 2009

In Fall 2007, the announcement of the Basic Skills Committee yielded a great response. Fifteen faculty and staff from across the campus are on the committee; many more wanted to participate but time stood in their way. The members are Jenny Castello, Anniqua Rana, Alicia Aguirre (ESL); Yolanda Valenzuela, Elizabeth Terzakis, Lisa Palmer (English and Reading); Denise Hum (Math); Mike Stanford (History); Leonor Cabrera (Accounting); Denise Erickson (Art History); Rita Sabbadini (Learning Center); Carla Stoner-Brito (Counseling); Katie Townsend-Merino (Dean of Humanities and Social Sciences); Jeanne Gross (Dean of University Center & Academic Support Services); Melissa Raby (Dean of Counseling).

The basic skills committee members participated on smaller and more specific sub-committees: faculty and staff development subcommittee, curriculum development subcommittee, support (counseling) subcommittee, and supplemental education subcommittee.




# Mission Statement (draft)

Students at Cañada College are supported in learning the necessary academic skills, counseled about education opportunities, and empowered to succeed through the Basic Skills Program.

# Student Learning Outcomes

- ❖ Students can use the reading, writing, and computation skills necessary to succeed in transfer level courses
- ❖ Students will create (or develop) a Student Educational Plan by identifying and assessing educational opportunities at Cañada College.
- ❖ Students can use the study skills necessary to succeed in transfer level courses.

http://canadacollege.edu/success/

	<h1>CAÑADA40COLLEGE</h1> <p><i>Forty Years of Academic Excellence</i></p>	
<p>FUTURE STUDENTS   VISITORS   CURRENT STUDENTS   FACULTY &amp; STAFF</p>		
<p><b>Home</b> <a href="#">&gt;&gt;About Cañada</a> Welcome, Mission Statement, Facts &amp; Figures</p> <p><b>Admission/Registration</b> Applying to Cañada</p> <p><b>Class Schedule/Catalog</b> Current classes, Testing, Final Exams</p> <p><b>Forms</b> Download pdf forms</p> <p><b>Programs of Study</b> Certificates &amp; Degrees</p> <p><b>Student Services</b> Resources for Students</p> <p><b>University Center</b> Bachelor degree program information</p> <p><b>News &amp; Events</b> Faculty expertise list</p> <p><b>Athletics</b> Teams, Schedules, Fitness Center, Adaptive PE</p> <p><b>SMCCCD</b> District links, Employment</p> <p><b>En Español</b> Visitanos en Español</p> <p><b>Contact Us</b> <b>Site Index</b></p> <p>Google™ Custom Search <input type="text"/> <input type="button" value="Search"/></p>	<h2>Student Success at Cañada College</h2> <p>Mission Statement</p> <p>It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.</p> <p>Vision</p> <p>Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.</p>	<h3>STUDENT SUCCESS AT CAÑADA COLLEGE</h3> <ul style="list-style-type: none"><li>Basic Skills Committee</li><li>Honors Program</li><li>Learning Communities</li><li>MESA Program</li><li>NSF Project</li><li>Summer Bridge Program</li><li>SOLES: Student On-ramp Leading to Engineering and Sciences</li></ul> 
		

**2009-10**

**Basic Skills Budget Expenditures**

<b>Expenditure</b>	<b>Cost</b>
<b>Coordinator</b>	<b>\$23,209.51</b>
<b>Counselor</b>	<b>\$87,327.60</b>
<b>Learning Communities</b>	<b>\$23,717.84</b>
<b>Structured Learning Assistant for Crossing Borders</b>	<b>\$1,730.40</b>
<b>Summer L.E.A.P.</b>	<b>\$17,966.00</b>
<b>Total</b>	<b>\$153,951.35</b>
<b>Available Balance</b>	<b>\$12,779.65</b>

# **Programs**

**Fall 2008 – Spring 2009**



# Crossing Borders

## Fall 2008

Crossing Borders: Writing on the Margins  
Prof. Kiran Malavade  
Engl 836 8:10-10:00 MW  
Read 836 10:10-11:25 MW  
Career 401 W 11:45 - 12:35

Crossing Borders: No More Mathematical Limits  
Prof. Denise Hum  
Math 110 (1st half) &  
Math 120 (2nd half)  
9:10: - 12:50 M  
8 :10 - 11:50 W  
Career 401 M 8:10 - 9:00

Crossing Borders: Crazy Horse Dreams  
Prof. David Clay  
Engl 836 8:10-10:00 MW  
Prof. Jessica Einhorn  
ANTH 360: Indians of North America  
10:10 - 11:25 MW  
Career 401 M 11:45 - 12:25

Crossing Borders: Global Experiences of Childhood through Adulthood  
Prof. Salumeh Eslamieh  
Engl 826 8:10-10:00 MW  
Read 826 10:10 - 12:35 MW  
Career 401 M  
12:45 - 1:35

Coordinated events in the Main Theater  
Wednesday  
12:45 - 2:45  
2 units

Crossing Borders: New Perspectives in Writing and History  
Prof. Marina Brads kaya  
ESL 400 10:10-12:35 MW  
Prof. Alison Field  
HIST: 246: Latinos in the US  
8:10 - 10:00 M and  
9:10 - 10:00 W  
Career 401 W 8:10 - 9:00  
9 units

During Fall 2008, we were able to sustain this Crossing Borders Learning Community model; however, due to low enrollment and budget reductions, Spring 2009's Crossing Borders model only holds two cohorts of students: English/Reading 826 and English/Reading 836. These students continue to attend Career 401 and the coordinated Wednesday events.

In Spring 2010, the Wednesday coordinated event meetings were modified so students meet every other week and complete a Facebook on-line community building assignment during the alternative Wednesdays.

# Crossing Borders, Spring 2009

*Crossing Borders:  
Experiencing Childhood  
through Adulthood, Globally*

ENGL826 Basic  
Reading/Composition  
MW 8:10-10:00

READ 826 Reading  
Improvement MW 10:10-  
12:35

CRER 407 Explore  
Careers, Majors, Transfer  
M 12:45-1:35

HUM 680CA BL1 CRN  
42036 10 units

*Crossing Borders: Writing  
on the Margins*

ENGL 836 Writing  
Development MW  
8:10-10:00

READ 836 Academic  
Reading Strategies MW  
10:10-11:25

CRER 407 Explore  
Careers, Majors,  
Transfer W 11:45-  
12:35

*HUM.680CA BL2 CRN  
42038 10 units*

Coordinated events

Facebook activities

Main Theater

Wednesdays

12:45-2:45

2 units

**Programs**

**Summer 2009**

# Summer L.E.A.P.

Mon	Tue	Wed	Thu	Fri
Aug 3 Welcome & Parent Orientation	Classes Begin: Financial Literacy Curriculum  Campus Resource Quiz Show	Cashflow ! Financial Literacy Workshop	BBQ, Karaoke, and Music	Cultural Enrichment Trip: Academy of Science – San Francisco
Wellness Curriculum:  Motivational Speaker	Student Health & Wellness Fair	Time Management Workshop	Culminating Projects & Recognition Ceremony  Aug 13 End of Program	Off

# **Programs**

**Fall 2009 – Spring 2010**

# Crossing Borders, Making History

## Fall 2009/Spring 2010

*Crossing Borders: Experiencing Childhood through Adulthood, Globally*

READ 826 Basic Reading/Composition MW 8:10-10:35

ENGL 826 Reading Improvement MW 10:45-12:35

CRER 401 Explore Careers, Majors, Transfer M 12:45-1:45

*Crossing Borders: Writing on the Margins*

ENGL 836 Writing Development MW 8:10-10:00

READ 836 Academic Reading Strategies MW 10:10-11:25

CRER 401 Explore Careers, Majors, Transfer W 11:45-12:35

History 201

8:10-11:00

Friday

3 units

# **G.O.A.L.S!**

**Getting Onboard for Athletic and Learning Success!**

## **Tuesday**

- ❖ 8:05-10:30 READ 826
- ❖ 10:40-1:00 ENGL  
826

## **Thursday**

- ❖ 8:05-10:30 READ 826
- ❖ 10:40-12:00 ENGL 826
- ❖ 12:10-1:00 CRER 401

**Instructors: Elizabeth Terzakis & Byron Ramey**



# College Success in the Evening

**Monday**

Monday

**CRER 401 5:30-6:25**

ESL 400 5:30-10:10

**Engl 826 6:30-10:10**

English 836 6:10-10:10

**Wednesday**

Wednesday

**CRER 407 6:00-6:50**

Reading 826 5:30-10:10

**Read 836 7:00-9:50**

**Instructors:**

**Instructors:**

**Bob Haick &**

**Bob Haick &**

**Duncan Lawson**

**TBD**

# Planning

1. Counseling, Library, and Learning Center Workshop series for developmental and transfer level students (to be used for Hours by Arrangement) for Fall 2009;
2. Integrated English and Reading 836 course to be piloted Fall 2010
3. Professional development: On Course Training Workshop with Skip Downing

# **Professional Development**

# Crossing Borders Planning Retreat

The Crossing Borders Planning Retreat took place in June 2008 to prepare for the 2008/2009 learning community. This retreat took place in San Anselmo and was coordinated by Katie Townsend-Merino, Dean of Humanities and Social Sciences. All Crossing Borders faculty were in Attendance.

# Basic Skills Summer Teaching Institute

Elizabeth Terzakis (full-time, English and Reading), Mark Harrison (part-time, English and creative writing), Ann Cartier (part-time, ESL) attended a fully-funded Basic Skills Training sponsored by the State-wide Basic Skills Committee in Newport Beach in August 10-13, 2008.

# For Teachers, By Teachers I & II

The Faculty and Staff Development committee and the rest of the Basic Skills Committee recommended that pedagogy experts from San Francisco State University, Helen Gillotte-Tropp and Sugie Goen-Salter, conduct a two-part workshop on developmental instruction and learning for faculty.

# Facebook Workshop

As a result of the popularity and accessibility of Facebook, Crossing Borders began using Facebook as a source to create an on-line community for the students in the learning community. The Facebook workshop was open to all faculty and served to give familiarity with the applications available on Facebook. \$50 stipends were also awarded for attendance and participation.



# Learning Communities Planning Retreat

The Learning Communities Planning Retreat will take place on June 2 & 3, 2009 for all campus learning community participants (FYE, Crossing Borders, G.O.A.L.S!, ESL&ECE, Summer L.E.A.P., and College Success in the Evening). While this event is open to all faculty and staff from Cañada College and other college, we are hoping to provide stipends to all learning community participants. The goal of this retreat is to provide an opportunity for all learning community participants to collaborate and align curriculum.

# SOTL-Scholarship of Teaching and Learning

- ❖ Anniqua Rana participated in an inter-college SOTL project.
- ❖ The Cañada Scholar Program, modeled on the Carnegie Scholar and the Maricopa Institute for Learning's fellowship programs, supported faculty in systematic analysis of teaching practices. Scholars from both Cañada and CSM had the opportunity to collaborate on the design, development, and dissemination of these projects, deepening and broadening the impact of their work. The Center for the Scholarship of Teaching and Learning at CSM co-ordinated this collaborative program.
- ❖ <http://www.cfkeep.org/html/snapshot.php?id=92370500874119>

One of our librarians, Michelle Morton, is attending two conferences and a workshop related to the Basic Skills Initiative this Spring.

- ❖ At the Counseling and Library Science Faculty Development Institute (February 20-22, San Jose) she attended panels on creating "wrap around" student services, library curriculum development for basic skills students, and the Basic Skills Initiative.
- ❖ At the Southwestern Regional Title V/HSI Best Practices Conference (March 5-7, San Jose) she attended panels on creating a culture of student success for Hispanic Students, connecting retention to the college's strategic plan, parent orientations for Spanish speaking families, supporting and advancing AB540 students, and learning communities and technology.
- ❖ In April she will be attending a workshop on The Library and the Basic Skills Initiative at Diablo Valley College.

# Promotion

# Olive Press's interview with Ben Smith, former basic skills student

Ben Smith, a current student at Cañada College, on the verge of transferring, speaks about his successful educational journey up from developmental courses and his experience in Crossing Borders.

# Achieving the Dream, San Francisco

Anniqua Rana presented Cañada's "Crossing Borders" learning community for basic skills students at the Achieving the Dream Conference Feb. 19 in San Francisco.

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

# Project Coordinators (North and South)

Katie Townsend-Merino and I presented the structure and development of the basic skill committee and basic skills programs at Cañada College at the State-wide Basic Skills Coordinator's meetings in both northern California, October, 2008 and southern California, November 2008.

# Basic Skills Initiative Student Success Conference

Anniqua Rana, Katie Townsend-Merino, and I presented Crossing Borders (Fall 2008 model) at the state-wide basic skills Student Success Conference in October 8, 2008.



# Basic Skills Regional Meeting

- ❖ This meeting was held at Cañada on June 9 & 10, 2008.
- ❖ Ben Smith and Wilder Garcia, two successful Cañada College students started the conference with their experiences as former basic skills students who are about to transfer. They provided suggestions to faculty and answered questions.

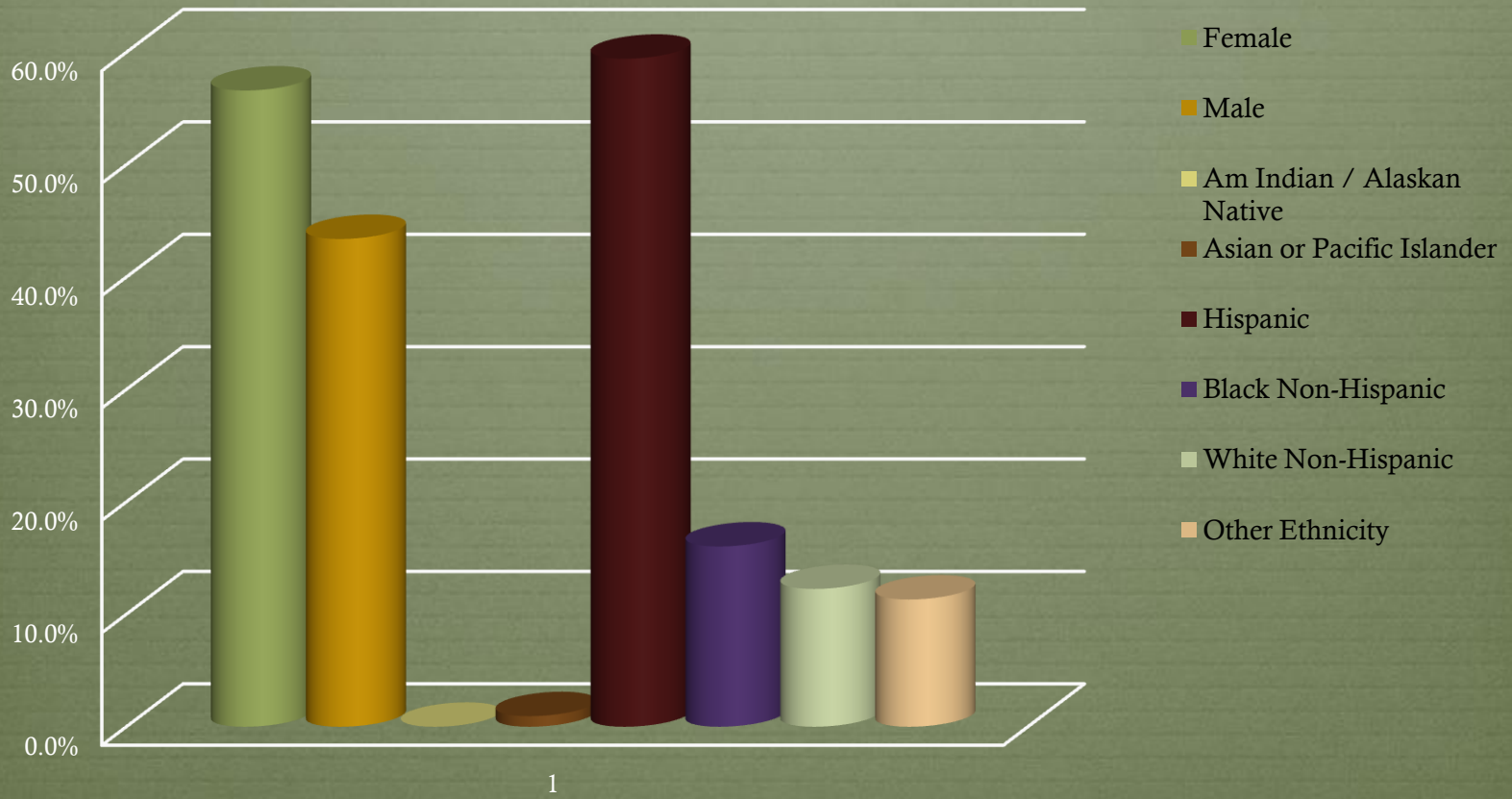
# Why Faculty Are Joining the Basic Skills Movement

- ❖ "After reading the poppy copy, I was convinced that this funded statewide initiative is one of the most important educational movements in the state, and I wanted to be part of this important work."
- ❖ "I wanted to participate in a cross-campus work group to increase student success in the basic skills classes, especially since these are the majority of our students."
- ❖ "I have a deep commitment to increasing the educational attainment levels of our students and a desire to stop worrying about transfer enrollments-- we will not have any students if we do not help our basic skills students move up."
- ❖ "I believe that all of our students and faculty have concerns that revolve around the basic skills issues of our students, and the basic skills committee is a place to tackle that."
- ❖ "I wanted to improve the retention of students in developmental levels."
- ❖ "I joined to get help developing and expanding the student tutoring program that reaches out to students who lack necessary skills to succeed in transfer courses."
- ❖ "The Learning Center holds workshops and provides tutoring across the curriculum, so I believe that the basic skills initiative can support us."

# Assessment

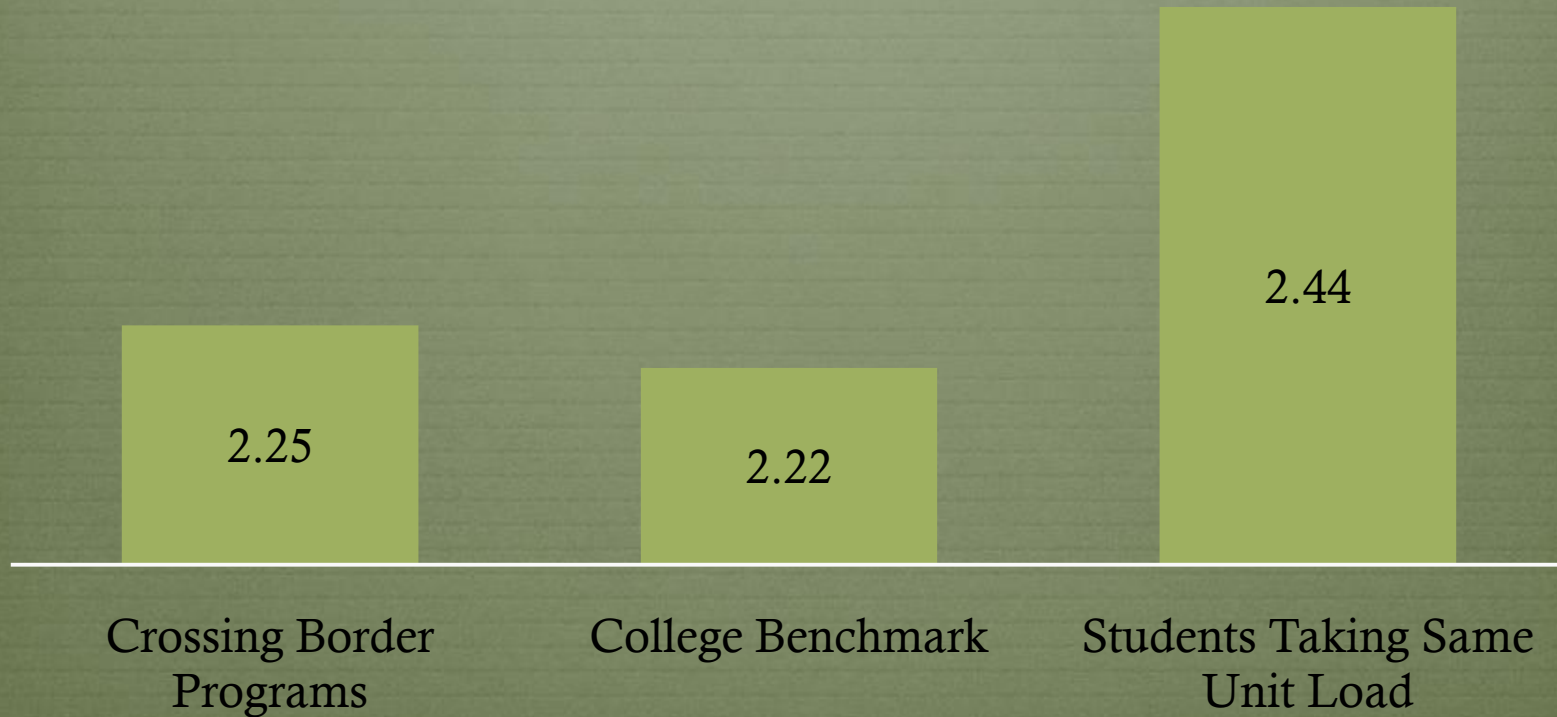
# Crossing Borders

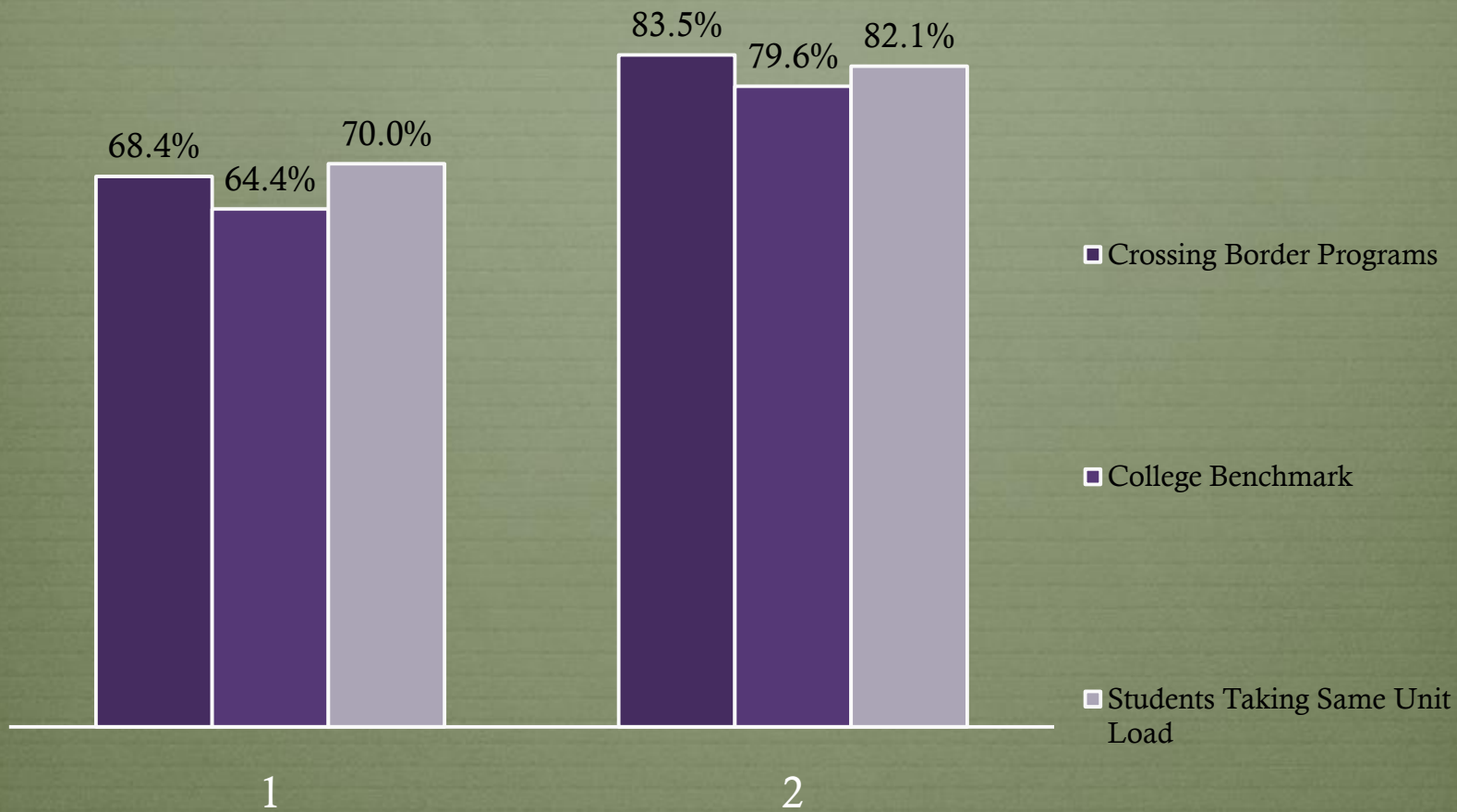
Crossing Borders Demographics



Data, Fall 2008  
All Students Enrolled in Crossing Borders  
Program

**Term GPA**

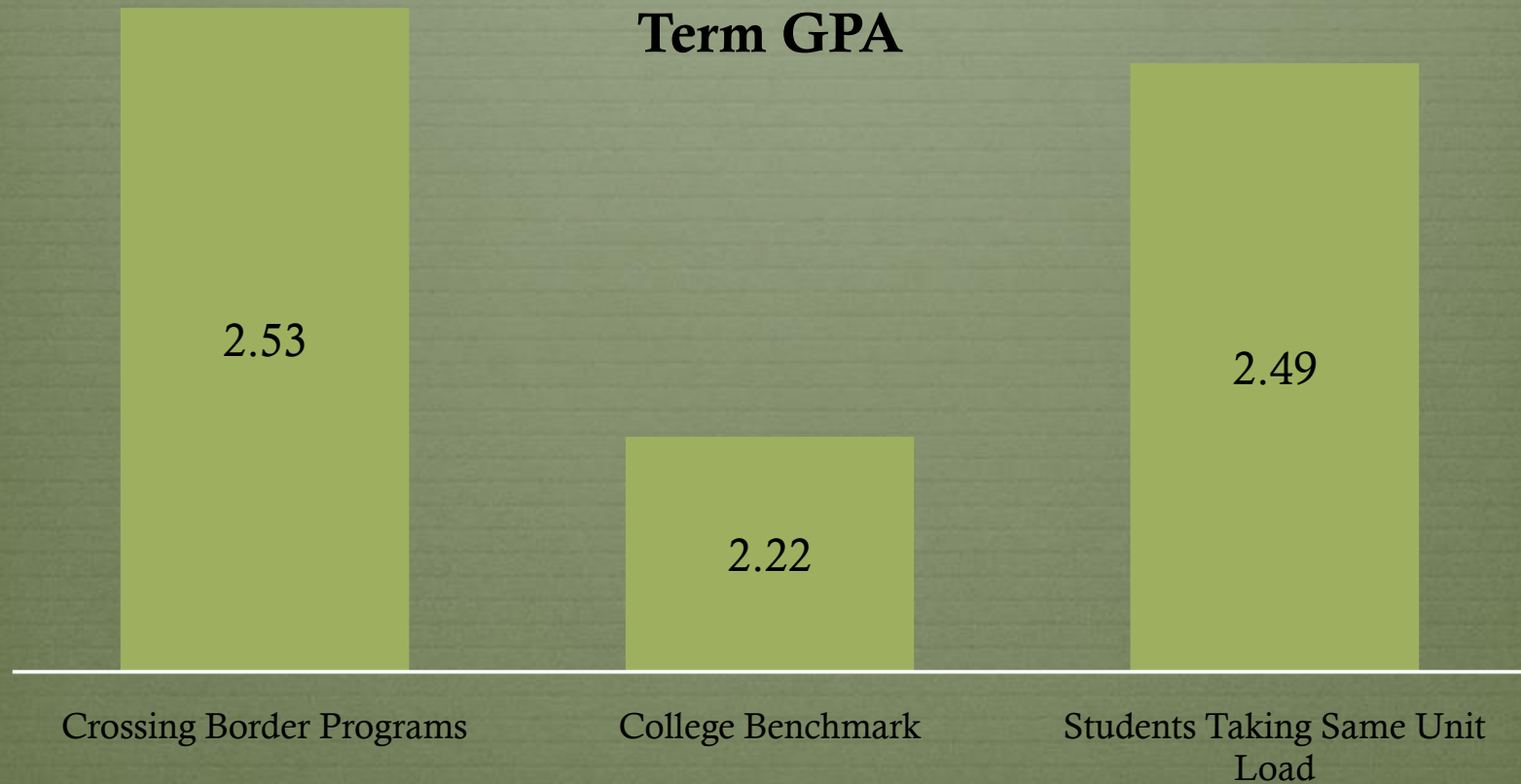


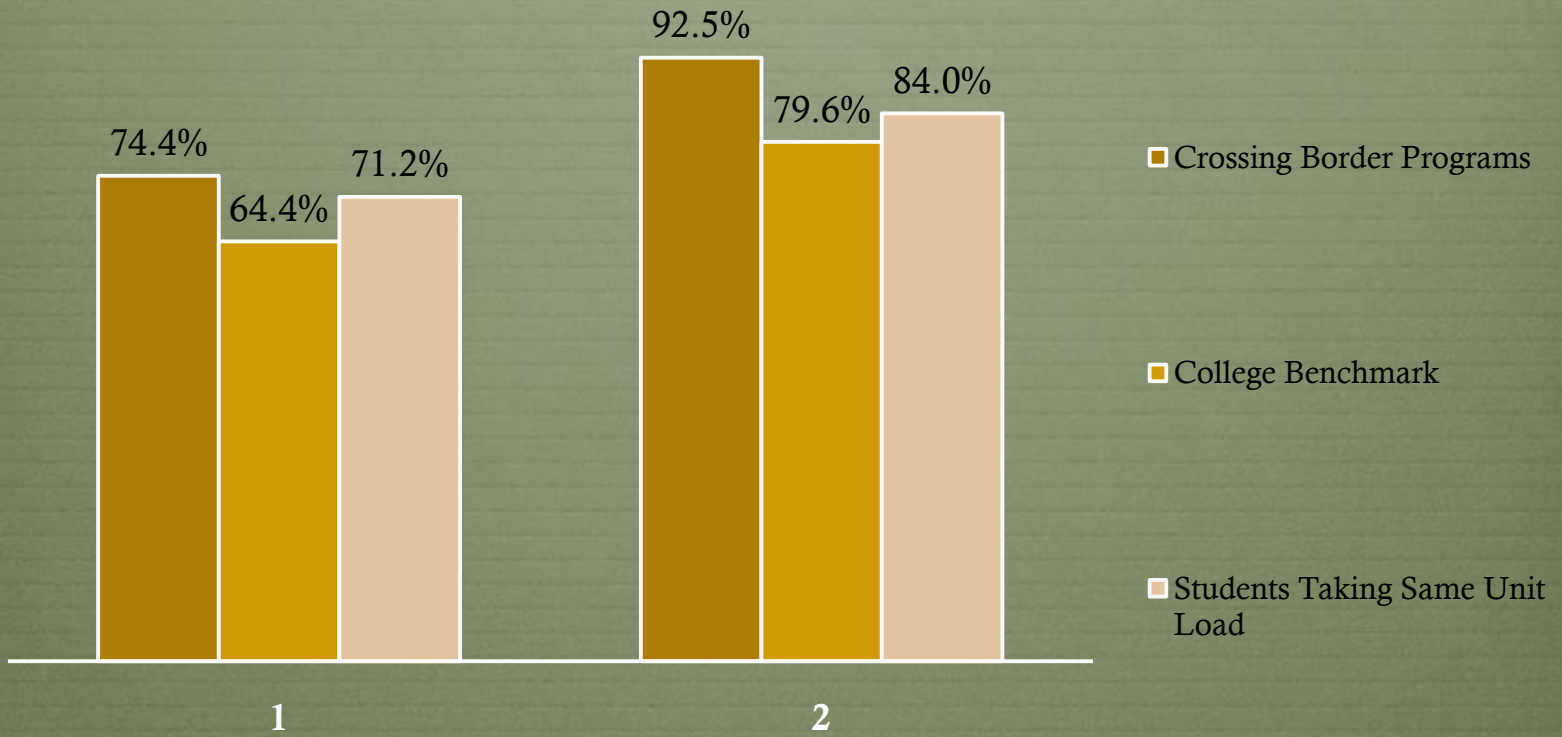


**Comparison of Student Success Rates (1) and Retention (2)**

# Data, Fall 2008

## Limited to Students Enrolled Exclusively in Crossing Borders Program





**Comparison of Student Success Rates (1) and Retention (2)**



# Findings

- ❖ Students exclusively enrolled in Crossing Borders had a better success and retention rate and received a higher GPA than the college benchmark and students with the same unit load.
- ❖ Students enrolled in Basic Skills Learning Communities with a full load should be advised not to enroll in other classes.

# Data

<http://sites.google.com/site/canadacollegestudentsuccess/basic-skills-committee>

# Findings for English

1. Proportionally student placement is roughly equal across the English course sequence (826, 836, 100).
2. Roughly half of the students placed into each English course are adults.
3. There is some evidence of disproportional impact by Ethnicity in placement test outcomes.
4. Although not as dramatic as the math placement profile, there is a population of students that improve their placement after retaking the placement test.
5. Across every dimension examined sequence completion rates improve only modestly with time. What does this suggest?
6. Both content mastery & concurrent enrollment improve sequence completion rates.
7. The impact of concurrent enrollment fades with time. Highest impact is achieved when students attempt to complete the sequence within two years.

8. Our findings suggest that:

a. students are probably not properly prepared for their initial placement experience & not adequately aware that the placement test is a high stakes exam

b. Better preparation may help students improve their test performance.

c. Concurrent enrollment can significantly improve sequence completion within a 2 year time window.

d. Even modest improvements can trigger big impacts!

# Findings for Math

1. Important Finding: For students receiving an A in Pre-Algebra there is no disproportional impact by ethnicity in algebra sequence completion.
2. Mastery is key! Preliminary findings suggest that students receiving an A grade in Pre-Algebra are 10 times more likely to complete the algebra sequence.
3. A placement into Pre-Algebra creates a strong disincentive to take a math course.
4. The biggest hurdle in moving through the sequence is getting past Elementary Algebra.
5. Students are 3 to 4 times more likely to complete the sequence when starting in Elementary Algebra.
6. After 5 years nearly 60% of the students passing Pre-Algebra enroll in Elementary Algebra; however, less than 18% of them pass Elementary Algebra.

# Conclusions

1. Increase assessment;
2. Reevaluate budget and expenditures in order to sustain programs;
3. Continue to build programs, based on data, that improve retention and success in English and Reading;
4. Strengthen representation of basic skills programs in areas other than English and Reading.