



ANTELOPE VALLEY COLLEGE

2011-12 AVC Quest for Success

Collaborations and Partnerships for Student Success

List of AVC Basic Skills Activities, Programs and Projects with Brief Descriptions

Supported by Basic Skills Initiative Funds and Title V-HSI Solo Grant

05-15-12

AVC Quest for Success encompasses student success programs, projects, initiatives and activities funded through the California Basic Skills Initiative and Title V Solo Grant at AVC. AVC Quest for Success puts into action and implements the mission of the Basic Skills Committee to help students succeed. The goal of Quest for Success is to provide students with structured pathways, intentional education and academic support services through comprehensive, collaborative and integrated system of academic programs and student support services designed for students in basic skills courses to foster student retention, persistence and success.

1. AVC Basic Skills Committee (BSC) – 19 voting members including: Director of Basic Skills and co-chair, English faculty co-chair, Math faculty co-chair, Executive Vice President of Academic Affairs and Student Services, Dean of IRES and Language Arts, Dean of Math, Sciences & Engineering, Dean of Institutional Research and Effectiveness, Dean of Student Services, Math faculty, English faculty, Reading faculty, ESL faculty, Biology faculty, Counselor, Learning Center Learning Specialist, OSD Learning Specialist, Library faculty, Assessment Coordinator, and ASO student representative. BSC meets on the first and third Tuesday of each month at 3-4:30pm in room A-140. The BSC mission statement is: To increase student retention and success, this committee provides holistic structure and support to: (1) students, (2) instructors, (3) support services, and (4) the community. This support is based on data, theory, planning, dialogue, and collaboration, resulting in effective practices. BSC's main focus or direction include: (1) reduce number of students who need Basic Skills, (2) create conditions to help students be successful, and (3) compress the time of Basic Skills.

2. Quest for Success/AVConnect Programs and Activities – Provide students with resources, instructional support, counseling, education advising and student services to foster retention, persistence and success. The goal of Quest for Success/AVConnect is to provide education services through a comprehensive, collaborative and integrated system of academic and student support services designed for students in basic skills courses to succeed. Quest for Success/AVConnect services include: Learning Center tutoring, in class tutoring, SMARTHINKING online tutoring, Directed Learning Activities (DLAs), counseling and educating advising, testing and assessments, pre-assessment workshops, learning assistance, Library assistance, peer mentoring, student success workshops, and other activities including film showing, art exhibits, sporting events, campus lectures, and more. Quest for Success/ AVConnect activities and services encourage students to be active learners, and to be engaged in their journey for academic and personal achievements and success.

3. AVConnect Journals – Instructors in participating courses may ask students to journal their Quest for Success/AVConnect activities and use of services. Students are encouraged to utilize various resources, instructional support and student services on campus. Through the Title V Solo grant, the AVConnect Journal booklets were free during fall 2010; however, starting spring 2011, it has been available and sold in the Bookstore for \$3.50 each. Faculty who teach non-basic skills courses have also used AVConnect Journals in their classes.

4. Accelerated Semester for Academic Preparedness (ASAP) – ASAP program gives students the opportunity to complete English 097/099/101 and/or Reading 097/099 sequences in 16 weeks as opposed to the usual 32 weeks. ASAP is an intensive/extensive program that gives students the option and opportunity to enroll and complete two basic skills courses in one semester instead of two. Students can take one basic skills course in the first eight weeks of the semester and take another level of the sequence on the second 8 weeks of the semester. The purpose of ASAP is to accelerate students into the basic skills course sequence. Quest for Success/AVConnect activities, instructional and academic services and student support services are incorporated into the ASAP courses to enhance their academic preparedness and educational experience.

5. Counseling and Education Advising - Provide counseling and education advising to students, and address educational needs of students placing into basic skills courses to decrease attrition and implement interventions that promote academic success. The counselor(s), a first point of contact for students, develops education plans and tracks students' progress. Counselor(s) and education advisor help students to successfully select appropriate coursework to fulfill the requirements of their education plan. They also help students evaluate and acknowledge how personal issues interfere with academic performance. Basic skills probation is also monitored and early alerts are implemented. Student success workshops, advisement, and program referrals are ongoing activities of basic skills adjunct counselors and education advisor.

6. Learning Center Adjunct Learning Specialists: Reading, Math, and ESL (supported by Basic Skills funds during 2009-10 and 2010-11 academic years) - Provide Learning Center faculty coverage for tutoring in LAC 900 (supervised tutoring). Adjunct learning specialists in the Learning Center conduct workshops, and upon faculty referral, they meet with individual students to assess skill level and to create with the student an individual learning improvement plan (ILIP). They also participate in Learning Center projects, meetings, and tutor training sessions when possible.

7. OSD Learning Disability Testing and Assessments – The OSD Learning Specialist provides extra hours of Learning Disability testing/assessments for students in the waiting list during summer and intersession semesters. Because there is a waiting list of over 100 students waiting to be tested or assessed for learning disability, the purpose of the extra hours is to provide more basic skills students with Learning Disability testing and assessment who are on the waiting list. The Learning Specialist also provides cognitive and achievement testing and diagnoses of learning disabilities as well as provide learning strategies, advisements, and accommodations for basic skills students with learning disabilities.

8. Learning Center Tutoring - Through LAC 900 (Supervised Tutoring) and LAC 901 (Supervised Learning Assistance), the Learning Center provides students enrolled in basic skills courses tutoring and supplemental instructions in Math, English, Reading and ESL. Learning Center tutors help students in basic skills improve content area knowledge and increase meta-cognitive behaviors.

9. In Class Tutoring in Math, Reading and English - In-class tutors are available in several basic skills math, English and reading courses. The purpose of having in-class tutors in the classrooms is to be able to give students an opportunity to access help from a tutor in solving difficult mathematical problems or in understanding difficult Reading and English concepts immediately in the classroom. Tutors are present for every lecture class, and as a result, they get to know the style and content that the instructor uses and help them understand concepts immediately in the classroom. All tutors are hired and trained through the Learning Center's tutoring program.

10. SMARTHINKING Online Tutoring – Is an online tutoring service to enhance Learning Center’s Writing Center and ESL Study Center learning support for AVC students. It supplements the face-to-face tutoring already offered at AVC and provides self-paced learning support creating a virtual expansion of tutoring that can be offered 24/7. Since not all basic skills students seek face-to-face tutoring, their needs can be met via online MARTHINKING tutoring. SMARTHINKING is primarily offered in basic skills English courses.

11. Pre-Assessment Workshops (PAWs) – PAWs are free math workshops designed to build and refresh students in areas of basic skills mathematics for which students demonstrate a deficit, thereby placing them into higher levels of mathematics when they enter AVC. Pre-assessment workshops are done through EDUCO software. Students are given opportunity to take refreshment workshops prior to taking the assessment. PAWs are designed to accelerate students out of remedial mathematics by placing them into the correct math course sequence. The workshops help change or redefine student’s perception of the assessment test, and they promote a campaign that exposes the benefits of preparing for the test. PAWs are also available for high schools to help them prepare for college assessments/placement tests.

12. Early Alert Mentor (supported by Basic Skills funds last 2009-10 academic year) - Early Alert is a reactive, early warning system for students at risk of failures. “Early” is from week three to week six of each semester. The idea is to intrusively connect with students at risk and match them with an appropriate intervention or service EARLY, so they have better chance of success. Referrals come from classroom faculty and counselors as well as learning specialists, librarians, and education advisors who also might have concerns about a student’s success. The Early Alert mentor assists the learning specialist program coordinator of the Early Alert Program in following up and contacting the students referred in the program. The peer mentor records their contacts with students and collect data to monitor Early Alert service referrals.

13. Peer Mentors - Peer mentors in OSD, EOPS, CalWorks and Academic Skills Center work with students to achieve the student learning outcomes associated with the program to which they are assigned. For example, EOPS peer mentors are assigned to work with specific EOPS counselors and have a case load given to them by the counselor. Peer mentors record their contacts with students and collect data based upon the SLOs of EOPS. Peer mentors contacts students to encourage their attendance in counseling appointments, increase student success rates in making adequate academic progress, provide resource referrals and serve as liaison between students and counselors with questions or issues regarding educational and career goals, degree and transfer arise. OSD peer mentors make sure the mentees have access to and familiarity with assistive technology. All peer mentors are trained and certified through the College Reading and Learning Association (CRLA).

14. AVC Basic Skills Forums and Symposiums – Basic Skills forums and symposiums are designed as interactive seminars and workshops to promote understanding of the California Basic Skills Initiative and to put AVC Basic Skills’ goals and action plans into practice. The Director of the Basic Skills organizes and coordinates various symposiums, forums and Welcome Back presentations to inform the AVC campus communities of various basic skills-related issues, information as well as AVC Quest for Success programs, activities and projects. Topics for Symposiums, Forums and Welcome Back Presentations include: Creating Conditions for Change: Embracing the Student Success Initiative; Collaborations for Student Success; Basic Skills as a Foundation for Student Success; Empowering Students with a Great Start; review and analyses of AVC basic skills assessment data and program/activity outcomes; AVC Basic Skills goals and action plans; AVC Quest for Success programs and activities; in-class tutoring in math, reading and English; directed learning activities; tools for OSD students, strategies in working with ESL students; developing Faculty Inquiry Groups; critical thinking for student success; and more.

15. Faculty Inquiry Groups (FIGs) – A Faculty Inquiry Group (FIG) is a professional development program in which a small group of faculty members (4 - 10 maximum) meet in person or online at least five times throughout the academic year or a term to work together on a specific question, issue, or concern in their teaching and/or their students' learning. Faculty Inquiry Group (FIG) for Accelerated Semester for Academic Preparedness (ASAP) and Student Success Center have been created since fall 2011. Other FIGs are in development for various AVC Quest for Success programs and activities to improve them.

16. Professional Development and Workshops for Faculty – Faculty, administrators and staff are also encourage to attend and participate in various Basic Skills-related workshops, conferences, events, and professional development trainings. Faculty, administrators and staff have attended Strengthening Student Success Conference, California Community Colleges Basic Skills Leadership Institute, National Association for Developmental Education (NADE) conferences, 2020 Vision for California Community Colleges: Student Success Workshop, CATESOL, Math Summit, Student Success in Terms of Completion, Increasing Student Completion through Contextualized Learning, Acceleration in Context, Basic Skills Acceleration Programs Workshop, Developmental Communications Conference, OnCourse Workshop, College Reading & Learning Association (CRLA) Conference, and other basic skills and student success-related California Community Colleges' Network conferences, meetings, and workshops.

17. Materials, Software and Equipment – Purchased the following: Learning Express subscriptions for the Learning Center, Blackboard, projectors and computer software for reading and ESL classes, reference books for ESL and English classes, WorldBooks subscriptions for the Library, and various study skills DVDs for the Learning Center and Palmdale Center.

18. Directed Learning Activities (DLAs) in Reading - DLAs are subject-specific, faculty created exercises and activities designed to assist students in developing the essential skills they need to succeed in their courses. Students work with a DLA assistant/tutor for approximately 30 minutes on a concept or an assignment. Each DLA session includes course relevant support and practice for the targeted skill or concept. Students may be given an independent portion on the DLA to be completed. The independent portion is completed and a follow-up session is scheduled with the DLA assistant/tutor. Reading DLAs are scheduled and conducted in the Learning Center's Reading Center and are directly connected to the reading classes.

19. Book Liberation Project – To help encourage a culture of reading on campus, the Book Liberation Project was set up in a couple of areas on campus where books are completely free. Books are free to browse, to take home and never return, to give to others, to donate back to the bookshelves at a later time, etc. Books are donated by faculty or anyone else, and are made available for students. The Book Liberation Project encourages students to build their own home libraries by actually acquiring some good books for free. Because many of our students did not grow up with a lot of books (or any) in their homes, and as we rapidly evolve into a culture where books are simply not part of the environment, Book Liberation Project promotes an academic culture on campus that help students learn to love books, college and reading. To date, we've received and given away more than 1,500 books to our students on campus.

20. Senior Math Accelerated Program (S-MAP) – S-MAP is designed to prepare high school graduating senior (twelfth grade) students to enter college level mathematics (courses beyond Intermediate Algebra) immediately after graduating from Antelope Valley Union High School District (AVUHSD). The course employs the use of EDUCO software as its main mathematics education curricular component. This is the same curricular component which AVC uses for its Math 50, 60, 70, and 102 courses. The course prepares students for college level math courses by

diagnosing individual student strengths and weaknesses in mathematics content understanding. The instructor navigates students through requisite activities as necessary to ensure each student that completes the course is either ready to enter into a college level math course or the next most advanced level of mathematics for which each student has demonstrated mastery. Through the 2+2 articulation agreement between AVUHSD and AVC, each student enrolled in S-MAP will have the opportunity to earn mathematics credit toward graduation for AVUHSD and mathematics credit toward their continued studies at AVC. AVC math credit will be awarded for the highest level of mathematics for which each matriculating student has demonstrated mastery. S-MAP was developed in collaboration with AVC math faculty and high school math faculty in spring 2011, and was implemented in fall 2011. Antelope Valley High School and Quartz Hills High School are involved in this project.

21. YouthBuild Charter School Alignment Project – YouthBuild is a WASC accredited charter school that provides young adults with authentic alternative to traditional school environments. YouthBuild is designed to help people 16 to 24 earn their high school diplomas or GEDs while also providing on-the-job training. Its mission is to cultivate collaborative learning communities in which students has access to education that will prepare them to counter social inequities and realize their full potential. YouthBuild empowers young people to transform themselves and become leaders in their communities. Our Language Arts dean, reading faculty and English faculty provided YouthBuild faculty and administration the AVC basic skills English and reading course outline of record (COR). AVC faculty and dean are collaborating on how best to articulate AVC English and reading courses into YouthBuild's high school English courses so students are more prepared in college-level English when they get to college. Our AVC president, Dr. Fisher, has issued a letter of support and commitment for this course articulation.

22. Student Success Center – A goal on the AVC Title V Solo Grant approved by the U.S. Department of Education is to develop and establish a Success Center to assess and place students, improve student success, develop articulation with college-level coursework and build competencies in basic skills. Further defined/described, the goal is to establish a faculty-driven and student-focused Success Center that will provide fully integrated academic and other support services to students and faculty to further improve outcomes and success for the most under-prepared students. Since fall 2011, English, reading and math faculty, as well as the AVC Basic Skills Committee, have started the dialogue and started collaborating in developing the initial design(s) for a faculty-driven and student success-focused AVC Student Success Center.

23. Learning Center Online Tutoring and Scheduling Project – Using AskOnline tutoring and schedule platform, the Learning Center (LC) will provide students at AVC online tutoring and scheduling student support services in math, writing, reading, ESL, academic skills, and multi-disciplinary subjects. Students have the opportunity and convenience to schedule and do tutorial sessions online instead of coming in person. With many students in need of tutoring and with lack of space in the Learning Center to accommodate tutorial sessions for students, online tutoring and scheduling is an efficient solution. LC tutorial specialists will coordinate the tutorial session schedules, process and procedures for students to sign up and receive tutorial services, as well as track online tutoring usage and provide necessary reports. The LC Online Tutoring and Scheduling Project is the process of web design and implementation. It will be fully implemented in summer or fall 2012.

24. Director of Basic Skills and Title V Activities – In July 2009, the Director of Basic Skills was hired to provide leadership and administrative direction for planning, developing, designing, implementing and monitoring AVC's California Basic Skills Initiative programs, activities and projects. The director also interprets, articulates,

implements and ensures adherence and compliance to all college, district and state requirements pertaining to California Basic Skills Initiative. The director accurately prepares and submits required action plans, mid-year and fiscal program and expenditures reports to the State of California Chancellor's Office (for Basic Skills Initiative) and assist the Title V Solo Grant project director in completing and submitting reports to the Department of Education (for HSI Title V Grant). In addition, the director supervises the collection and analysis of data to evaluate programs and activities' progress and achievements, objectives and program/activity outcomes with Institutional Research department. The director is responsible for allocating, monitoring, tracking and managing the Basic Skills budget including authorizing expenditures and purchase requisitions, assuming responsibility for appropriate utilization of funds as well as developing and establishing, implementing process and procedures for budget allocations and expenditures. The director develops thoughtful, effective, integrated and data-driven Basic Skills programs, activities and recommendations to the vice president and Basic Skills Committee members based on current Basic Skills research, effective practices, materials, curriculum and instructional design. She communicates, collaborates and works with faculty, counselors, administrators and staff in developing and implementing education programs and support services for students in basic skills including Quest for Success programs and activities including AVConnect Journal, Accelerated Semester for Academic Preparedness (ASAP) courses in Reading and English, Directed Learning Activities (DLAs), In-Class Tutoring in English, Reading and Math, Pre-Assessment Workshops (PAWs) in Math, Learning Center tutoring, SMARTHINING online tutoring, Learning Center Online Tutoring and Scheduling, First Year Experience Program, and more. She coordinates and attends various on campus and off campus student success, basic skills and Title V-related workshops, trainings, professional development, symposiums, forums and events. The director works closely with the Institutional Research and team in developing and conducting research designs and surveys to facilitate a culture of data-driven decision making within Basic Skills area. In addition, the director also supervises and evaluates Learning Center classified employees and participates in Learning Center Program Review and Accreditation.

25. Research Technician (Part Time) – During fall 2011, part time research technician was funded by Title V Solo Grant to help the Office of Institutional Research and Basic Skills Committee (BSC) with three projects in Basic Skills: (1) tracking basic skills measures, (2) gathering, analyzing data and providing statistical reports for Quest for Success initiatives, programs and activities, (3) developing, implementing and conducting basic skills surveys. With the need for evidence-based decision making towards effective initiative development and measurement, this position provided BSC, basic skills faculty and director with information and data needed to determine support for initiatives, programs, activities and allocations.

Other Upcoming Programs: First Year Experience Program, Learning Communities, Umoja and iQuest for Success.

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