

## Gavilan Awarded \$2.6 Million Title V Grant

Gavilan is in its second full year of its 2015-2020 Title V grant, entitled “Strengthening Outcomes for Hispanic and High-Need Students.” Randy Brown is the Grant Coordinator; Karen Warren is the primary Activity Director (80%) and shares those responsibilities with Doug Achterman (20% Activity Director).

The \$2.6 million grant includes three key strands:

- Strengthening Learning
- Improving Access to Online Programs
- Increasing Civic Engagement and Community Resources.

## Online Learning: Cohorts Develop Model Courses

This Title V grant coincides with a statewide effort to increase access and quality of online courses to its community college students through the Online Education Initiative (OEI), which will allow students to more easily take online courses at other institutions when those courses are unavailable at the home college.

*Read more news about the Title V Online Learning efforts starting on page 5.*

## Strengthening Learning: Learning Commons Adds Coordinator

Under Strengthening Learning, several efforts are being supported through the Title V grant.

Megan Wong was hired as the Learning Commons coordinator, and in this role she is working with faculty and staff to increase academic support for our students. Megan works with faculty planning additional supports for parts of a curriculum that is particularly challenging or requires a lot of practice to master. Those supports include visits to the Learning Commons, where students might work with staff, librarians, and peer tutors; in addition, Megan works with faculty to create interactive assignments that students complete with a peer tutor.

*Read more news about the Title V Strengthening Learning efforts starting on page 4*

## Civic Engagement Focus

Beginning in January 2016, English instructor Scott Sandler and history instructors Leah Halper and Enrique Luna –all on 20% reassignment-- began meeting to create an ambitious vision of Civic Engagement at Gavilan College. They researched several models of civic engagement, arranged field trips to other colleges, and began outlining a plan for fostering civic engagement

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## CE Focus *(continued from p.1)*

at Gavilan. In the Spring, they crafted a mission statement and principles (See boxed feature on this page). Based on their research, the team adopted a model proposed by Leah Halper envisioning five tiers of faculty involvement in civic engagement:

1. Using data about the community in our teaching
2. Gathering community data for use in teaching and learning.
3. Project-based learning to respond to a community need, an agency need, or student driven concerns
4. Service Learning on campus
5. Service Learning with a community partner agency

## Service Learning

The Title V grant affords an opportunity to support service learning efforts begun in 2007. Over 25 community agencies have been contacted, and the service learning website has been updated. During the summer, Leah Halper and Scott Sandler conducted a day-long service learning workshop attended by 12 faculty and staff. For the fall semester, the Title V grant is supporting 9 classes--in science, social science, and English--in which service learning has been incorporated. The next training, facilitated by Sandler and Halper, will take place in LI 100 on Friday, January 6th from 9:00 a.m.-3:00 p.m., followed by a reception with partnering agencies.

## Project Based Learning

Meanwhile, Enrique Luna is developing a Project Based Learning (PBL) model with a civic engagement focus. Luna is investigating existing PBL efforts at Gavilan and plans to create a PBL learning group with other faculty to further explore and deepen understanding of how this learning model can be used to foster Civic Engagement for both faculty and students.

## Civic Engagement

### Mission and Principles

*(developed by the Civic Engagement team of the 2015-2020 Title V grant)*

Civic engagement at Gavilan College: fostering a commitment to understand, connect, and transform ourselves and our community.

Civic Engagement affirms Gavilan's Principles of Community:

*"As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect."*

We believe that:

- Scholarship strengthens critical thinking and social justice
- Authentic hands-on exchanges build civic and leadership capacity
- Engagement heightens awareness and compassion, transforming students, college, and community

What Civic Engagement looks like:

- a lifelong combination of knowledge, skills, and values.
- a chance in college for students to explore, practice, and evaluate these
- preparation for good citizenship in all its complexity—CE creates informed, effective voters, donors, volunteers, consumers, and advocates.

## Civic Engagement Archive: Oral History, Local Artifacts, Student Involvement

Connected to these efforts is a plan to work with an archivist to develop an archive administered by library faculty that includes student research in the community, oral histories, collections of local documents and artifacts, and student work related to the collection. The archive will become a resource for students, instructors, community members, and researchers inside and outside the community.

# "Cookies and Conversation" about Social Justice

Using information gathered from a Civic Engagement-themed visit to Chico State University, Scott Sandler led a "Cookies and Conversation" event in the Learning Commons on October 27.

Cookies and Conversation connects students with the community via research, conversations, and writing about relevant social justice issues.

In preparation for the event, students from the Puente program researched topics relevant to the community. Students then used their research and their deepening understanding of how to participate in an academic conversation to practice in the roles of facilitator and participant.

On the night of the event, Puente students, their community mentors, and other members of the college and community gathered to share a spaghetti feast. Students then led small group conversations with community and campus participants on their topics, which ranged from women in the workforce to police brutality to whether or not student athletes should be paid.

Conversations lasted about ten minutes, and then participants rotated to new tables and topics. Mentors shared their perceptions not just about the social issues, but about the research students did and the nature of the research process. Community members shared personal experiences related



*Scott Sandler with Learning Commons tutors help students prepare for "Cookies and Conversation" event.*

to the topics and responded to students' ideas with both questions and suggestions for further research.

In the spring, Sandler is looking to expand the Cookies and Conversation experience to classes in other disciplines and to include additional community members.



*Puente students greet guests for "Cookies and Conversation" night in the Learning Commons.*



*Photo by MC Photography—Mike Chavez*

## Football Team Hits the Books

Every Friday at 3:00 p.m., the Gavilan football team gathers in the Learning Commons for some additional study time.

Filling most of the available space, they study and do homework and take advantage of Learning Commons, Writing Center, and Math tutors. Just another example of the Learning Commons supporting student success. Way to go, team!

# Title V and Strengthening Learning

## The California Acceleration Project



The Title V grant has supported two full-time English instructors' participation in a California Acceleration Project (CAP) community of practice.

Acceleration is one of the most effective means of raising the success levels of basic skills students. According to a 2014 RP Group study, students in "high acceleration English pathways" were 2.3 times more likely to complete transfer level English than those in traditional remedial classes. Because making the right kinds of changes to curriculum can be challenging, this community of practice provides support in the form of workshops, coaching, access to high-quality instructional materials, and a connection to the statewide network of professionals engaged in this work. Gavilan English instructors Jessica Hooper and Christina Salvin attended a CAP institute this summer and will continue their work with the project throughout the year. For more information about CAP, see Christina Salvin, Jessica Hooper, or Karen Warren, and check out the CAP website at <http://cap.3csn.org>.

## Boot Camps and Acceleration

Acceleration efforts are underway in the Math Department as well. The grant sponsored a pair of popular Math Boot Camps during the summer. Taught by Elena Dachkova, these highly successful camps are designed to help students brush up and build skills heading into fall pre-Algebra and Algebra classes.

## Learning Commons

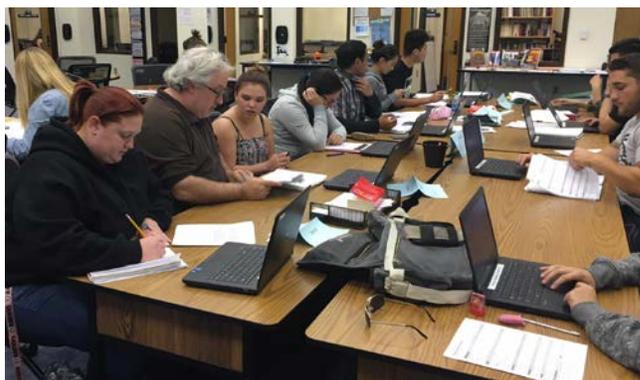
The Learning Commons has been a bustling place during the past year, with over 6,000 students visiting, nearly two-thirds of those during the second semester. After a reorganization of the Writing Center and Learning Commons staffing in the Fall, the Learning Commons has emphasized providing a

*(continued on p. 6)*

## Reading Apprenticeship

The Title V grant is also sponsoring a range of professional learning opportunities through Reading Apprenticeship (RA), a research-based interdisciplinary learning framework that builds students' reading skills across the curriculum. This past summer, six instructors -- Megan Wong, Leah Halper, Sian Sloan, Rey Morales, Jessica Gatewood, and Kyle Hull-- participated in RA seminars and conference workshops.

Kyle Hull has been the campus lead for this group; he has also planned several face-to-face meetings of the group during the semester to share insights about RA practices. These six will continue with follow-up RA trainings in the spring. On September 9<sup>th</sup>, Gavilan hosted a 1-day introductory workshop led by Gavilan English instructor Kyle Hull and one of 3CSN's Northern California leaders, Ann Foster. This training attracted 30 participants from Gavilan and surrounding colleges and included four tutors from Gavilan's tutoring and Supplemental Instruction programs. Training and support will continue to be provided for Reading Apprenticeship activities throughout the 2016-2017 year. If you are interested in Reading Apprenticeship, Karen Warren.



*Scott Sandler working with students during a technology-rich Learning Commons activity.*

# Title V and Online Learning



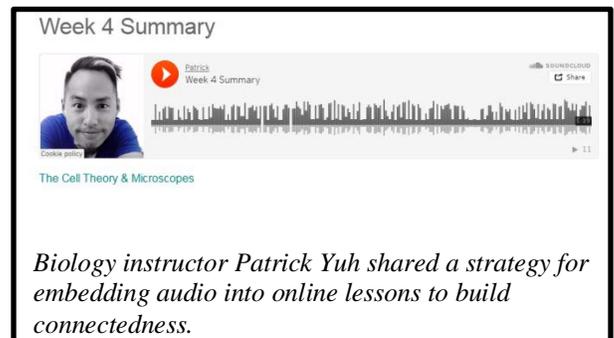
*Sabrina Lawrence reviews Gavilan Online Teacher Training (GOTT) goals.*

The 2015-2020 Title V grant coincides with a statewide effort to increase access and quality of online courses to its community college students through the Online Education Initiative (OEI), which will allow students to more easily take online courses at other institutions when those courses are unavailable at the home college.

Led by Distance Education Coordinator Sabrina Lawrence, The Gavilan Online Teacher Training (GOTT) initiative involves cohorts of six instructors learning the best practices for online instruction and working with an instructional design leader to incorporate those practices into their own courses.

Participants learn and apply the OEI rubric used to assess readiness of courses for inclusion in the OEI course exchange, and they meet several times to share their course development with members of their cohort.

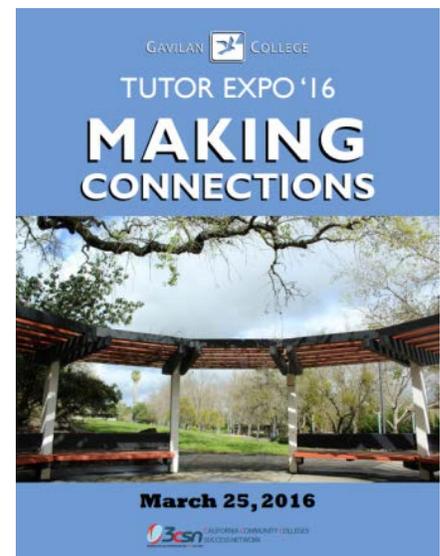
At a meeting in the spring of 2016, Patrick Yuh shared his use of audio to build in accessibility and community as part of his online class. The cohort explored the technology used and the value of the audio component to Patrick's course. The group not only learns about useful software applications, but about how such software can be used to help students learn more deeply and feel more connected to both the instructor and other students.



This December, Patrick Yuh (Biology), Grant Richards (Film and Television/English), Dave Perez (Spanish), Aloha Sargent (Library), Marc Turetzky (Political Science) and Jason Wolowitz (Accounting) will showcase their new curriculum at a campus-wide event. The event will be held on December 8 from 2-3 p.m. in the Teaching and Learning Center upstairs in the library.

## Strengthening Learning: Tutor Expo

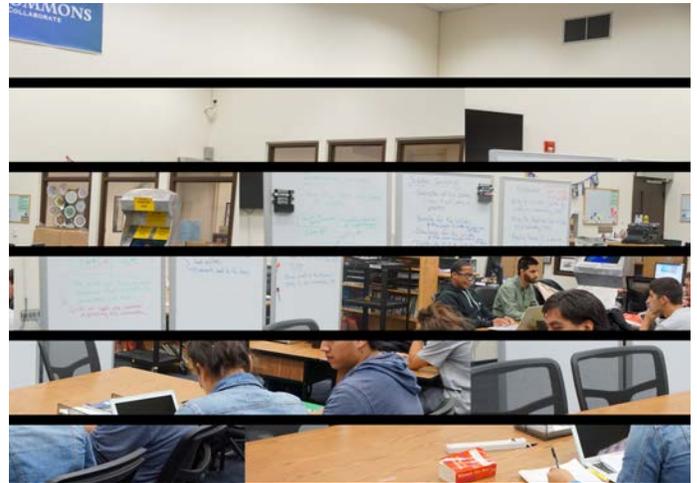
Grant-sponsored efforts toward strengthening learning extend in several directions. In the early Spring of 2016, Gavilan College held the first Northern California Community College Tutor Expo, a day-long event that included eleven workshops and was attended by over 90 student tutors, staff, and faculty from fourteen community colleges. This was an important beginning for a community of practice called the Learning Assistance Project, a California Community College Success Network (3CSN) effort, which seeks to connect the community of learning assistance professionals and student tutors to deepen their understanding and efficacy around learning assistance efforts of all kinds.



## Learning Commons *(cont. from p. 4)*

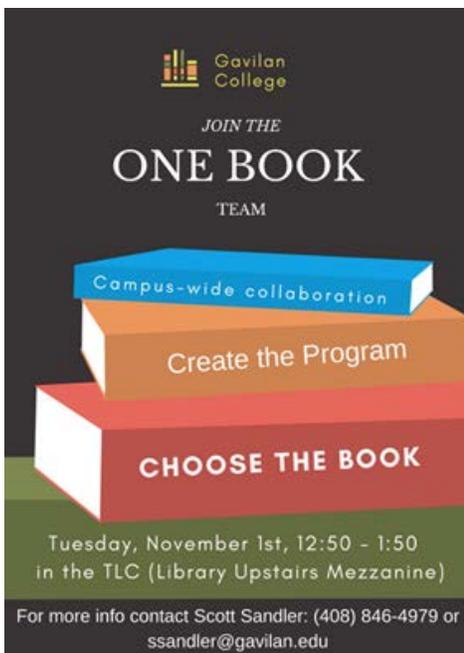
supported space for student work, including access to a variety of technologies and use of group study rooms. The Learning Commons has also been supporting individual classes working on assignments that benefit from additional assistance.

In the Fall, Tiffany Palsgrove's English 1A and 1C classes have been using wikis to collaborate in small groups and as a whole class on a variety of analytical assignments. Learning Commons staff and a librarian introduced use of the wiki to that class and provided support as students gained comfort using the tool. Martin Cavazos's History 1 and History 12 classes came to the Learning Commons to get extra support in locating academic resources for their research papers, and at the same time, a tutor worked with the students on specific strategies for analyzing sources and writing their papers.



*Students working in the Learning Commons. Note the range of activities implied: white boards of notes from group work, laptops for composing, note-taking and research, a kiosk in the background for making counseling appointments, and large tables for groups.*

Scott Sandler brought his English 250/260 class to the Learning Commons to practice conversations related to social justice topics small groups had researched. In each group, Learning Commons tutors observed the conversations and provided valuable feedback about both speaking and listening. The same group has also worked with a librarian and tutors to find appropriate academic resources for their research. Two more visits to the Learning Commons helped students prepare for an evening during which students engage in conversation with mentors about their social justice issues, informed by both their research and previous conversations with classmates. This project is a means of building students' understanding of and facility with engaging in scholarly conversations; the final product will be an academic paper related to their topics. Learning Commons staff help plan these activities and prepare tutors and support in a way that deepens student engagement and understanding of their course content. If you're interested in bringing your classes to the Learning Commons, contact Megan Wong or Mary Lastra.



## Coming Soon to a Gavilan Campus Near You: One Book

An active group of faculty and classified staff have begun early planning for a Title V sponsored program called "One Book," in which students, faculty, staff and community members come together to read and discuss one book.

So far, members of the group have looked at models for this kind of project from other colleges and decided on a broad scope. Next, they develop criteria for the selection of a book. In the final weeks of the fall semester, suggested titles will be solicited.

Over winter break and early in spring semester, titles will be considered and a broad-based committee will choose a title to read in Fall 2017 and begin planning related campus-wide events.

If you'd like to join this effort, contact Scott Sandler, Sydney LaRose, or Jillian Wilson.