

CUYAMACA COLLEGE TITLE III PROJECT FACULTY STIPEND AWARD RECIPIENTS 2004-2005

<i>Recipient</i>	<i>Title of Proposal</i>	<i>Abstract</i>	<i>*Grant components</i>
BRAZIL, LINDY CHARTER, CHUCK HIDER, JACKIE	Bridges to Success/ Reading+Writing	<p>With the available Title III Grant, we intend to develop Cuyamaca's basic skills Bridges to Success learning communities by doing the following:</p> <ul style="list-style-type: none"> *Developing curriculum units which our full- and part-time faculty could use for teaching basic skills Bridges to Success English 90 and 90R English 98 and 98R English 111 and 111R *Training part-time faculty to use the new curriculum units to teach the bridged classes more effectively <p>By accomplishing these tasks, we hope to reach the following goals:</p> <ul style="list-style-type: none"> *Enhance our part-time faculty's performance in the classroom *Develop a learning community between full- and part-time faculty *Create more consistency within the Bridges program *Improve student success and thereby student retention and persistence 	FT, CD
GRAHAM, MARY	On-line Tutoring	Investigation to identify the best model of online tutoring to meet the needs of Cuyamaca College. Best practices in online tutoring will be delivered to the Title III project and Cuyamaca College. Hence, future submission of a stipend proposal that would detail how such a source could be implemented will be developed.	TI, FT
HABER, SUSAN	Technological integration to increase student access and retention rates in courses History 108 and History 109	The project should provide students access to support measures (more one on one instructor contact) that will help them be successful in the course. It will also use technology to help students engage the course material in a timelier manner and assist them in learning the material. It integrates technology into instruction and serves to improve retention, therefore facilitating college growth and transfer as transfer students take Hi 108 and/or Hi 109. Our research shows that attrition of 60% of new community college students each year. These instructional strategies should help students stay current in their coursework, encourage and compel more student contact with the instructor, provide support in learning the course material and should result in a higher success rate for the courses where these strategies are implemented.	TI
NESTA, ANGELA	Access to audiovisual material in the Cuyamaca College Library's and the San Diego County Office of Education online catalogs	<p>Instructors know that students are more receptive to learning if they incorporate different instructional media resources. Using instructional media enhances their teaching. Therefore, there is a great demand for instructional media teaching tools such as Video, DVD, and CD-ROM.</p> <p>Instructors are demanding the Library to purchase more media to supplement their teaching strategies. Cuyamaca College Library is currently adding more titles to our collection and these titles can be viewed in the online Library catalog.</p> <p>A problem arises when instructors and students search the online catalog for media materials. The online Library Catalog has an extremely control and specialized capability for searching instructional media. Students and faculty find the Online Library Catalog frustrating and time consuming when searching for audiovisual materials.</p> <p>My project, to build a tutorial, will enable faculty and students to utilize to Online Library Catalog more fully, and thereby helping them to retrieve more resources available to them so they can better engage their teaching and learning.</p> <p>In addition, the college is a member of the San Diego/Imperial County Media Consortium which contains thousands of additional media titles for the faculty to use. But the faculty are unaware how to search this online catalog that contains the Consortium's audiovisual holdings, nor how to request media titles from the San Diego County Office of Education that houses the materials. My project will also include building a tutorial to train faculty in using this resource.</p>	TI, FT

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NEYLON, LYN	English & ESL Sequence Videos	We propose to create and utilize a series of videos to explain to both students and instructors course content, expectations for students, requirements for the next two levels, outside sources of assistance [such as tutoring and open labs], and the benefits of series completion [such as AA degree and transfer]. We hope to show the videos each semester in the core classes during the second week to better prepare students for the class they are taking as well as to help them look forward to successfully progressing through the series. We also feel that these videos will greatly benefit the adjuncts that teach these courses by helping them understand the position of the course they are teaching in the sequence and the part it plays in the student success.	TI, FT
PREIBISIUS, ERIC	Math 90 Shadow Course Building a Bridge for the Math Anxious	<p>It is my desire to create a learning community which will be designed to help students learn to be successful in Math 90. This community will be designed especially for those students who are math anxious and know it, as well as for those who have, for reasons unknown to them, found it difficult to pass a Math 90 course. I will call this community a "Shadow Workshop" for the time being. I will open this workshop to any Math 90 student who is enrolled in a Math 90 course. The ultimate goal would be to someday offer this service to the students as a course in which they can enroll and receive a minimum amount of credit. We will learn from the workshops what activities and designs work the best, and then build a course around the most successful components.</p> <p>The following topics would be explored in this Shadow Community: Attitudes in learning modalities pertaining to Basic Mathematics; differences between learning Basic Mathematics and other subjects; listening techniques, note-taking strategies, organizational and time-management skills, and effective homework models applicable to Basic Mathematics; memory enhancement techniques and problem solving strategies for Basic Mathematics; reading and thinking like a mathematician in a Basic Mathematics course; test preparation and test-taking in Basic Mathematics; and an overview of college support services. Students would also be given supplemental instruction covering topics that are especially difficult for students in a basic algebra course.</p>	FT, CD
THOMPSON, DEANNA	Student Success Model Online Version	<p>Student Success Committee Charge</p> <p>"To analyze and recommend a comprehensive student success model. The model will include student services and instructional strategies. The focus will be on enhancing student college-wide retention and persistence. The effort is to be an integral part of the College's Partnership for Excellence goals and objectives."</p> <p>The intent of the model is to look very intently at what we are currently doing to help maximize the possibility of success of our students. It will force each department, both academic and student services, to look at what they are currently doing in this area and do a sort of "self-study." This translates into a faculty training type of activity. As we put the model together, we will begin to see areas of weakness in our service to our students, and hence we will be able to recommend changes to how we serve our students.</p> <p>Creating an online "living" version of the Student Success Model will provide immediate access to the document and allow participants to revise and view the latest version of the model.</p>	TI, FT, CD
UTGAARD, PETER	Auditory Learning and Student Retention in Modern World History Online	<p>A CD with extensive audio components will complement the tools on the Blackboard teaching and learning platform to improve retention in History 101/Modern World History online (an existing course). Student interest in Modern World History online is very high, with classes closing very early in spring of 2004, student retention in History 101 online (approximately 50%) was dramatically lower than History 101 in the face-to-face classroom (approximately 80%). Given that both sections were taught by the same instructor; what accounts for the dramatic difference in retention?</p> <p>While several factors may explain the significant difference in retention, a major difference between the two teaching formats is the voice. In other words, History 101 online lacks the auditory component (composed of introductory remarks, a lecture component, student questions and music) will add a strong auditory component to History 101 online. By creating a more complete classroom environment, a strong course component aimed at the auditory learner will have a positive impact on retention and student success.</p>	TI, FT, CD
WANGLER, MICHAEL	New course development in Geography+ Geology	New state-wide requirements for students seeking Multiple Subject Teaching Credentials necessitate the development of two new courses in Geography and Geology: World Regional Geography for Education Majors and Earth Science for Education Majors. The development of these two new courses is a high priority for the department and the college as a whole as it will help to improve student success and retention by facilitating course articulation and student transfer to the California State University (CSU) system. In addition, this project will encourage students to finish their Associates Degree before transferring to a university by providing additional coursework for their major. I am seeking Title III funds to help offset the cost associated with the development of these new courses.	CD

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