

# Student Equity Proposal

Glendale Community College

**DUE FRIDAY, JULY 31, 2015**

1. Title of Proposal: ESL 151 Plus Library  
Course pairing of ESL 151: Reading and Writing V  
and LIB 190: Introduction to Basic Research Skills

2. Project Manager(s): Credit ESL Instructor and Librarian  
Author and consultant: Patricia Hironymous, PhD

Acknowledgement by ESL Chair: Kathy Flynn

3. List the goals and identify the Disproportionately Impacted <sup>1</sup>(DI) students you propose to serve with your project:

Project Goals

Students Served

Improved retention of students as the scaffolding assignments related to the research paper become more challenging  
Increased success rates for ESL 151 students in courses with research components/assignments  
Improved information competency for ESL students  
Awareness and appreciation of the writing process, particularly as it relates to integration of appropriate and authoritative source materials  
Greater confidence in dealing with the challenges of forming research questions and conducting research in an academic environment

Latinos, Asians, Low-Income, Whites, Women, Men, Foster Youth, Youth, Black, and Persons with Disabilities

4. Provide a 200 word abstract for your proposed project in the space below. Give a brief description and include information on how the proposed project will do the following: serve DI students, link to existing academic or service programs on campus, and become institutionalized as part of the comprehensive Student Equity Plan:

This project proposes developing a paired course offering of ESL 151: Reading and Writing V with LIB 190: Introduction to Basic Research Skills as a pilot for one semester. It will be offered in Spring 2016 or Fall 2016 depending on scheduling. ESL 151 requires a research paper, which for many ESL students is their first research experience. Especially challenging for ESL students can be the concept of arguing for or against an issue as they often come from cultures which require more of a report style, an equal presentation of ideas in writing; strong opinions and persuasive arguments are not always deemed appropriate in formal writing, particularly from students from these cultures. Added to the challenge is the requirement to integrate supporting information

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<sup>1</sup> Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). [State Budget trailer bill, SB 860 \(2014\)](#) added requirements to address foster youth, veterans, and low income students. Please refer to the identified Disproportionately Impacted (DI) groups within the five Student Equity Success Indicators on pages 4 and 6 of the Student Equity Plan:  
<http://www.glendale.edu/modules/showdocument.aspx?documentid=26654>

from outside sources with documentation using a citation style. The concept is challenging even for native speakers of English and truly foreign for those who are not. The research paper is a key assignment for ESL 151 as it is preparatory for a major research paper in English 101: Freshman Composition and for research papers in other content courses on campus. There are one or two students in a class who complete much of the work in ESL 151 but drop out as the writing and the research paper assignments become more complex. Linking ESL 151 with Library 190 will provide students with increased competency and confidence in dealing with research, especially the large electronic databases of information, which can seem overwhelming when combined with traditional print sources such as journals, books, and newspapers. Taking these two courses together will provide a meaningful context and clear purpose for learning research strategies for students in Credit ESL. If DI students in particular are not completing the course because of the academic challenges of a research paper, additional emphasis on this key assignment will benefit them greatly. Given that ESL 151 is four units and Library 190 is one unit, students will not be overwhelmed by having to take a large number of units, as is the case with many paired course offerings. Assignments will also be coordinated so that each course feeds the other, thus facilitating the completion of each of the scaffolding research assignments. Completion of a research paper and successful completion of the course will increase DI student confidence and strengthen their chances of success overall within the academic environment. For the initial pilot, the two instructors will organize complementary research assignments, meet to discuss student progress, and attend each other's classes as needed to better integrate the concepts of both courses. Upon completion of the pilot, the course pairing will exist on its own as part of the general course offerings of the Credit ESL program. No further funding will be required as instructors can use materials developed in the pilot. ESL Students can be counseled to enroll in the ESL 151 and Library 190 pairing or they can self-select this or the traditional standalone course offerings

5. Outline the data you plan to collect and describe how this will show a direct or indirect impact on the success of the DI groups identified in your proposal:

Proposed Data Collection

Success rates of students taking the paired ESL 151 and LIB 190 in Fall 2015 and Spring 2016 with success rates prior to Fall 2015

Description of Impact on DI Group Success

Improved retention and success of students at risk of dropping out of Credit ESL in the upper writing level

Database of materials developed in the pilot available to other instructors teaching the paired courses in future

Context rich instruction of research strategies for the paper required in ESL 151 will lead to increased retention and success in ESL 151 and ENGL 101, as materials developed in the pilot will be used in subsequent semesters

Submit query to Research and Planning on persistence, completion, and success rates compared to other ESL 151 sections taught the same semester and prior for inclusion in the final report

Success of the project will lead to other sections of ESL 151 being offered with Library 190, thus providing DI students with more options for guided instruction of writing and research

6. Please specify how you will evaluate the success of your activities and work outcomes. Data will show improved persistence, retention, and success rates of students taking the paired ESL 151 and LIB 190 in Fall 2015 or Spring 2016 compared with prior success rates for DI students. Understanding and producing a research paper will increase confidence and boost success rates for Credit ESL students in ESL 151 and subsequent courses with a research component.

7. List any other grants from which you are receiving support or seeking funding: NONE  
 Additional Note: Library 190 is currently being taught as an 8-week course in the FastTrack ESL sequence. FastTrack ESL was funded by Title V for a limited time with 20% released time for only the FastTrack ESL instructor. Library 190 was not equally supported by Title V as it is a regular course offering through the Library for basic skills students. In retrospect, this was an error as ESL students have different needs from traditional basic skills students and significant revisions are needed. This proposal seeks to fully develop an ESL section of Library 190, using the connection to ESL 151. Because FastTrack ESL consists of 13 units all taken together, many students who take this are International Students, not generally DI. This proposal seeks to develop Library 190 further and strengthen the connection to ESL 151 and DI students. It should be noted that because of the initial work done through FastTrack ESL, a stipend for one semester and not released time is being requested in this proposal. The stipend will cover the following: developing integrated materials for a full semester ESL version of Library 190 paired with ESL 151; consulting with the present FastTrack ESL instructor; attending the other instructor's class as needed; gathering data from pre/post surveys; and requesting and reporting data on persistence, completion, and success rates of DI students compared to other non-FastTrack sections of ESL 151. When data are available, the above information will be submitted in a report to the Student Equity Faculty Leader for Credit ESL for inclusion in the Student Equity Plan.
8. Itemize a projected budget for the proposed project<sup>2</sup>. Some suggested items are below. Add or delete items as needed in the chart. Provide a total for all projected expenses.

Description	Amount
<i>Faculty Stipend</i> <sup>3</sup> \$3500 x 2 instructors for one semester	\$7000
<i>Benefits</i> 13% of \$7000	\$ 910
<i>Travel (in-state)</i> \$1000 x 2 instructors Conferences with relevant presentations and workshops on student research, ESL writing and research, current library trends and course offerings and/or travel to other institutions to observe similar course pairings of writing and library courses for students	\$2000
<b>TOTAL</b>	\$9910

**Please submit your proposal to**  
[mailto:StudentEquity@glendale.edu?subject=Student Equity Project Proposal](mailto:StudentEquity@glendale.edu?subject=Student+Equity+Project+Proposal).

<sup>2</sup> Expenditure Guidelines:

<http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf>

<sup>3</sup> Stipends are subject to taxes

<sup>4</sup> Released time for Student Equity is 20% at a stipend of \$11,000 (\$4,000 for Summer and \$3,500 for Fall and Spring) Benefits are 13% of \$11,000 = \$1,430.