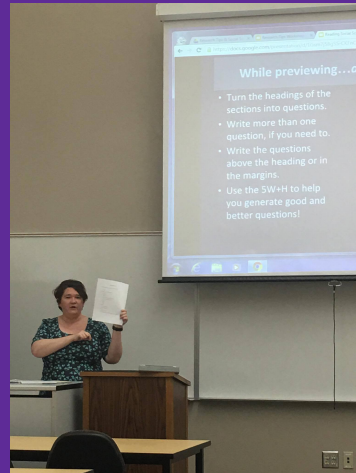


Collaborative Academic Success Workshop Series at WCC (II.B)

Dena Martin, M.L.I.S. & Jolene Torres, M.S. candidate
Woodland Community College



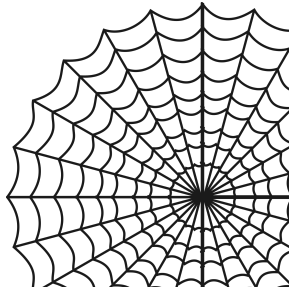
Outcomes

- Understand goals of the Academic Success Workshop Series & the partnership between the RAWC & the Library (II.B.1, II.B.3)
- Obtain suggestions for adopting a similar program at your own college in anticipation of both opportunities & hurdles (II.B.1, II.B.3, III.A.14, III.C.4)

Outline

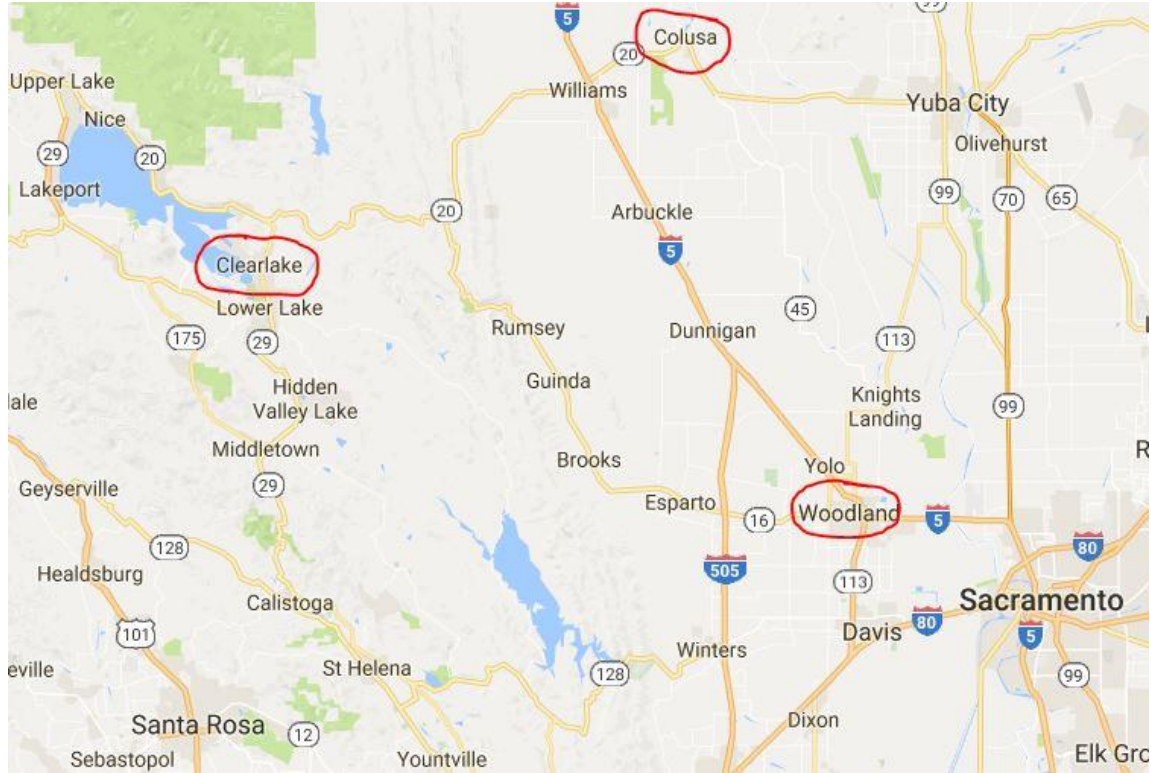
- (1) planning, coordination, record-keeping, and evaluation cycle for the workshops;
- (2) key findings about collaborating and coordinating these workshops;
- (3) future goals, opportunities, & challenges related to increasing student success through collaboration;
- (4) suggestions for participants (administration, faculty, & staff); and
- (5) questions and sharing similar collaborative academic support services

Bibliography



Woodland Community College

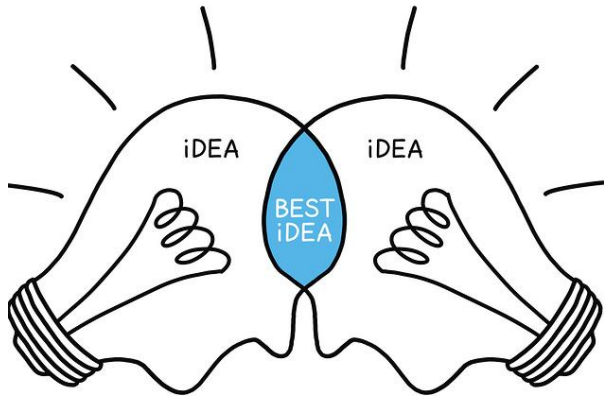
- **Small college**
 - 120 acres; 8 buildings; ~2,900 students/semester (2015-16).
- **Large population of...**
 - 1st generation students
 - English language learners
 - Hispanic Students (47.5%)
 - Low-Income (~15% in CARE & CalWorks)
 - 35% places in basic skills level courses; most 2 levels below college.
- **Two Outreach Campuses:**
 - Lake County Campus - about 80 miles from WCC
 - Colusa Center - about 45 miles from WCC



*All data from CCCCCO DataMart.

Introduction

“[C]ollaborative learning is most likely to be effective where attention is paid to developing trust, building on existing relationships and networks, recognising respective roles and contributions, ensuring knowledge meets local needs and addressing competing priorities” (Sebba, Kent & Tregenza as cited in Stoll, Harris, & Handscomb, 2012, p. 7).



- Minimize conflict during the already-cramped college hour.
- Multiple perspectives and multidisciplinary approaches to research, reading, and writing.
- Long-term positive impact on student learning, including DE & outreach site students.
- Student Learning Outcomes:
 - Establish for each workshop
 - Assess for effectiveness

The Modules

Each workshop will have a module

Module contains:

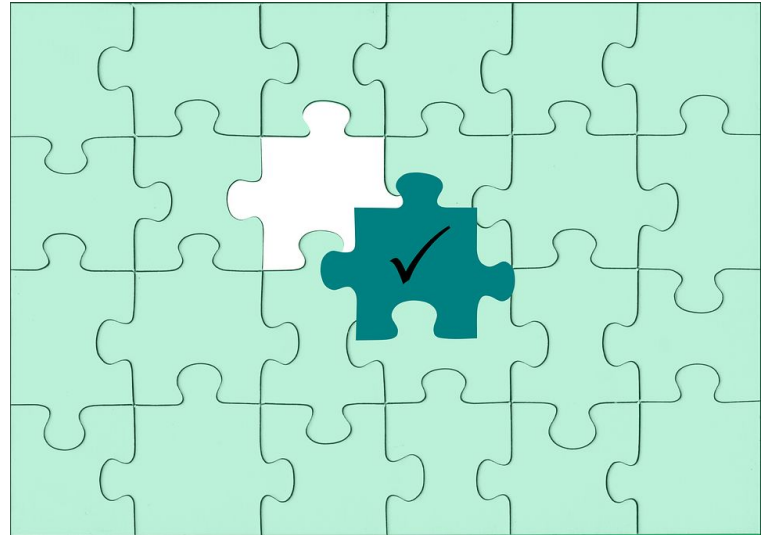
Introduction



Slides used in Presentation

Additional Resources/Information


Assessment/ Practice

Discussion







Account




Dashboard




Courses




Calendar




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+ Module

▾ Avoiding Plagiarism V.2016F



Avoiding Plagiarism



Avoiding Plagiarism Workshop Presentation [↗](#)



L-Avoiding Plagiarism
10 pts



L-Avoiding Plagiarism



Test Your Assignment for Plagiarism
0 pts



W - Incorporating Quotations.pdf



R - Paraphrasing.pdf



R - Summarizing.pdf



APA Basics & APA for Word V.2016F



[View All Pages](#)[Published](#)[Edit](#)

Avoiding Plagiarism

The purpose of the avoiding plagiarism workshop is to help students gain an understanding of what plagiarism is and how to avoid it. Focus is given on how to paraphrase passages correctly.

Please note: The slide presentation is provided for students to review *after* attending the workshop. The slides are used as a tool to teach the workshop and are not intended to be the workshop.

After you review the slides (you may also choose to skip them), you will have an opportunity to further assess your knowledge of the information provided.

See also the Better Reading Strategies workshop, the MLA or APA workshops, and available corresponding modules.

[Next ►](#)

**Question 1****1 pts**

Which of the following actions would be considered plagiarism? Select ALL that apply.

- ☐ Submitting work you did not create
- ☐ Citing your sources
- ☐ Using quotation marks to indicate when you took something word for word from a source
- ☐ Forgetting to include citation information


**Question 2****1 pts**


Paraphrasing is the act of putting information from a source into your own words.


- ☐ True
- ☐ False

**Question 3****1 pts**

You do not need to include a citation for information you paraphrase.

 Published

 Edit



L-Avoiding Plagiarism

May 19, 2016 at 1:05pm

To conclude this module let us know what you think of the enhanced experience for this workshop. To get you thinking, consider commenting on one or all of the following:


What was the easiest part of completing the quiz?


What was the hardest part of completing the quiz?


What can we do differently to help your learn the ideas presented?

If you have additional questions about this topic, you can also ask them here.


Unread







☒ Subscribe

 Reply

◀ Previous

Next ▶

[Jump back to next slide of presentation](#)

Encouraging Attendance

Early Attendance Trends:

- Surveys conducted (2013-2014) showed students are more likely to attend if the teacher encouraged attendance.
 - Instructor outreach
 - Course-Integrated Workshops

The move to **ASSESSMENT**. Encourage without extra credit:

- Include information/link in syllabus.
- Print & hang flyers in classrooms.
- Require attendance AND assessment.

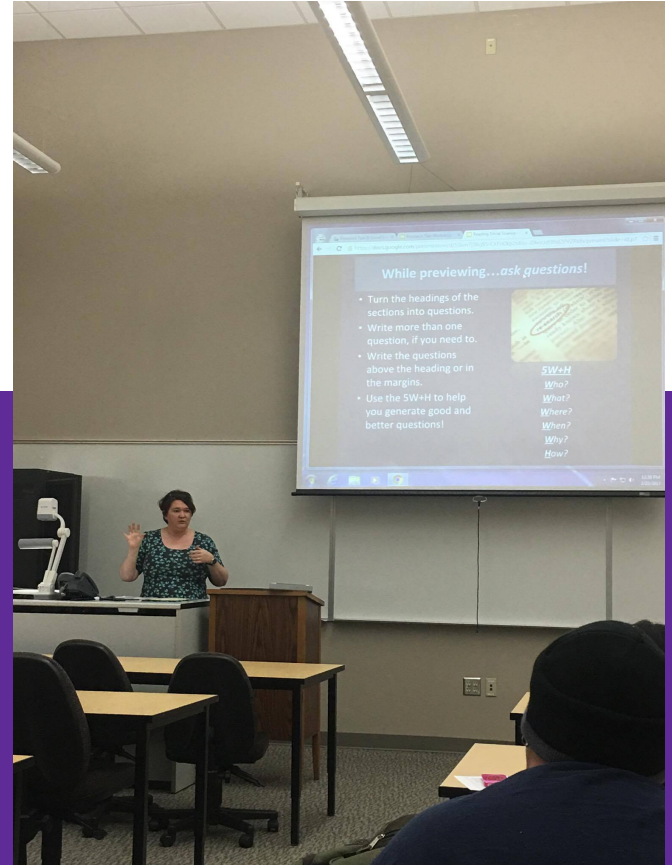


Co-ordination

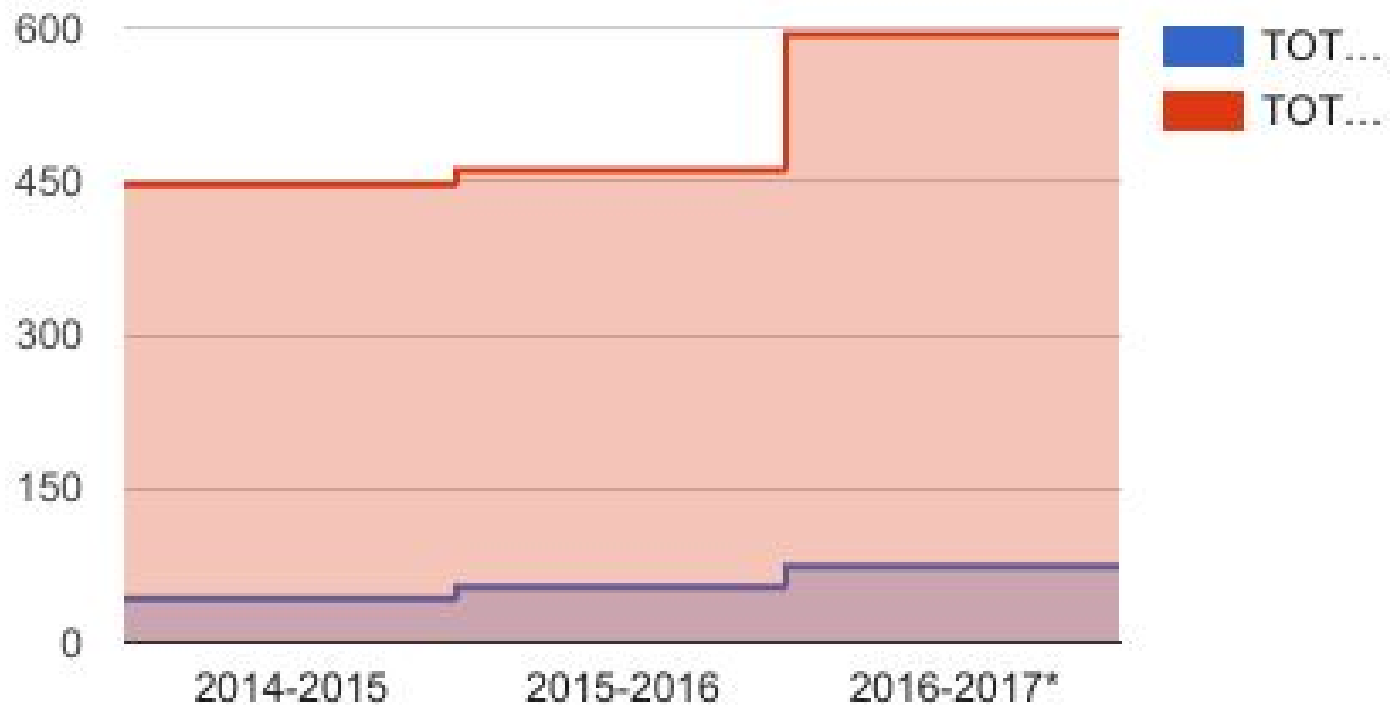
- [Schedule](#)/[Flyers](#)/[Digital Billboards](#)/[Social Media](#)
- [Student Surveys](#)
- [Outcomes Tracking](#)
- Ongoing Evaluation
 - Updating presentation
 - Creating/revising handouts
 - Tracking procedures
- Yearly Evaluation
 - Scheduling (order, new workshops, etc.)
 - Calendar
 - Assessment Tracking



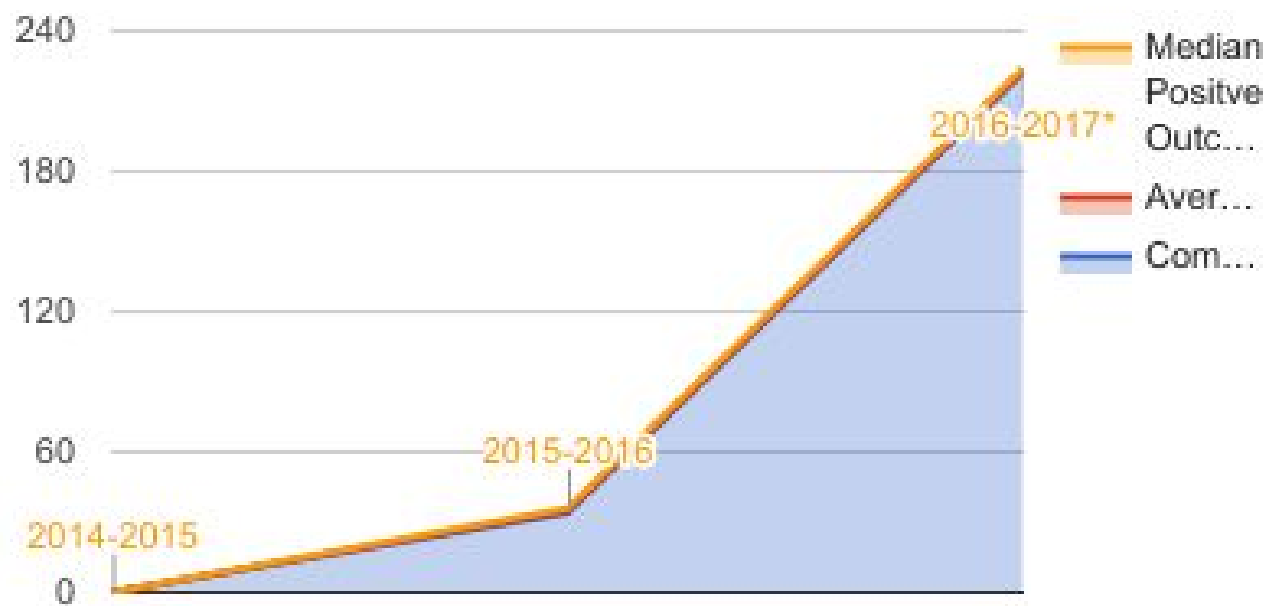
Key Findings (Results)



Total Sessions & Attendance



Outcomes Assessed



Benefits

Qualitative:

- Increase collaborative opportunities (II.B.1, III.C.4)
 - Expanding open workshops
 - Course integrated
 - Curriculum development
 - Tutor training (III.A.14)
- Team Teaching & Professional Development (III.A.14)
- Cross reference materials (II.A.2)
- Outreach & Advertising (II.B.1)
- Learning outcomes assessment (II.B.3)

Quantitative:

- Wider student audience (II.B.1)
- Increase in Library's reach (II.B.1, III.C.4)
- Learning outcomes assessment (II.B.3)



“The information provided was a great help to students and will help them in organizing their APA paper without becoming overwhelmed.”

“Dena did a terrific job with this group of freshman, remedial students. The lesson was directed to their needs for information literacy, general library organization, and specific materials for their current assignment in the English class.”

Success Stories

“Dena did a really nice job of presenting what relevant materials are available for our science students and how to access them. Her presentation was extremely useful for me as an instructor. Will absolutely share what I’ve learned about our library in future classes.”

“Jolene came to our class and did a presentation on biology textbooks. She provided many examples from our book and strategies on how to read it effectively. I immediately saw an improvement on the preparedness of my students and seen significant results in their participation and comprehension!”

“As part of the Administration of Justice program, students are required to write research papers in APA format. I noted a recurring theme of students struggling with writing and research and invited Jolene and Dena to my class to go over ways to help my students. They’ve presented twice in my class, collaborating to help my students.”

Future Goals (II.B.3)

Revising modules

Creating new modules

Calendar Presentation

Assessment Tracking

Multidisciplinary Collaboration

Synchronous/asynchronous workshops for DE & off-site locations (CCOF, LCC)

CDCP Non-Credit Courses & Certificate



Suggestions

ADMINISTRATORS	FACULTY	STAFF
Encourage, Don't Require	Student Needs (II.B.1, 3)	Campus Climate
Time	Communicate Needs to Academic Support	Professional Development (IV.A.14)
Professional Development (IV.A.14)	Encourage Other Faculty	
	Professional Development (IV.A.14)	

“Having close collegial interpersonal relationships based on mutual trust, respect and reciprocity was pivotal in enabling the teacher participants in this study to sustain the momentum of change even when faced with significant system restrictions” (Saunders, 2013, p. 329).

Increasing Student Success at Your Colleges

Open discussion/sharing/questions

“Amazing presentation! I learned a lot!”

“Wonderful class. Thanks for all you insight! :)”

“Great presentation. Helped clear up a few questions.”

“Presentation was great, thought I knew canvas but I learned much more!”

“Thank you very useful info I have been having the etext dilemma recently so this is helped.”

“I really enjoyed this and would recommend other students to come to this workshop.”

“I enjoyed the tips about using a thesaurus in a positive way. Good, useful tips were applied. Thank you”



References & Other Readings

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Contact the Presenters

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We would enjoy the opportunity to share more about this. Please don't hesitate to email us.