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TO: DVC all employees
FR: Strategic Planning Coordinators Work Group (Peter Garcia, Andy Barlow, Laurie Lema, Ted Wieden)

Report on Census of Activities Aligned with DVC’s Strategic Plan: February 2015

An early task in the process of implementing DVC’s 2014-2017 Strategic Plan is to discover what the institution is already doing to advance the Strategic Plan’s directive, values, and goals. The purpose of this census is to provide the college with a sense of where work to advance the Strategic Plan is robust, where there are overlapping efforts, and where there are important gaps in what is needed.

The methodology of collecting the information was meant to be as simple as possible. In February 2015, deans and department chairs were asked to provide a report of their activities designed to increase student success through inclusive excellence. While not all areas reported, those who did covered a broad cross-section of the campus. This report consists of a compilation of these reported activities into categories that reflect the Strategic Plan’s areas of emphasis.

A limitation of this census is that it is based entirely on program-level activities. While some activities clearly have an impact across the college, this report does not explore the impact of each activity on DVC as a whole. The scope of the activities is not reported, nor whether research is being done on them. The methodology used for this report does not provide an account for college-wide activities, such as the work of the Faculty Senate or college committees. As well, some administrative units’ work may not be clearly represented here. The Instruction Office, in particular, provides leadership and management for many of the activities reported below.

Another important limitation of this survey is that programs did not have any guidance about the kinds of activities to be reported. They were simply asked to report activities that supported the college’s Strategic Plan. This limitation was intentional: it is through this first survey that it was possible to discover the categories of activities reported below. It is expected that these categories will be of use to gather information in future surveys of this kind.
**Curriculum innovations tied to equitable student success: (SP Goal 1)**

SIRWAC participants: Sociology, Psychology, Early Childhood Education, Computer Sciences, Biology; Computer Sciences, Art History, Music, Oceanography, Business

DRWAC participants: Art History, Business, Humanities, Library, English, Administration of Justice, Biology, Early Childhood Education, History, Biology, Math, Communications, Chemistry

English: Linked English 116-English 118 classes
   English 117, created to accelerate developmental learning
Creation of Project Access 91A class to support ESL students challenged with content in other classes

Library: College Success Workshops
Math: Statway Program, Algebra acceleration program, self-paced algebra sequence,
ECE: Elementary Education Transfer Degree
English: Integration of Student Services into developmental English classes;
   English 117 to increase persistence through developmental English sequence.
Development of pre-apprenticeship programs
Biology: Integration of CREATE strategy into Bio. 140, introduction of active learning strategies and evaluation of impact; Campus tour of tutoring center and faculty office for biology students on the first day of class.
CIS (SRC): short-term developmental classes to accelerate students earning certificates faster.

**Learning communities including developmental courses: (SP Goal 1, Goal 2 Objective 3))**

ECE/ESL: Project Access
MESA: Math, Chemistry, Kinesiology
Puente (2 cohorts): English, Counseling
Umoja: English, History, Counseling
SRC: First Year Experience, History/English linked classes
Linked classes: Kineseology/English
Psych/English
Social Science Department/English
Chemistry/Math
EOPS Summer Institute (English, Math, Counseling, and Art)
Pre-Apprenticeship Program with English
Project Access 91A: ESL 91 with Early Childhood Education
History: Critical Media Literacy Center
Biological Anthropology: Institute for Practical Evolutionary Anthropology with embedded developmental reading, note-taking and essay writing instruction.
CTE: Pre-Apprenticeship Career Academy (with Counseling, Math and English)

Auxiliary Support for student learning: (SP Goal 1)

a. Tutoring:
   English Tutoring Center; DRWAC/SIRWAC participants across the curriculum
   Math Lab
   Foreign Languages, Economics, SRC Math and Science; SRC Language Arts, Physical Sciences, Biology, Chemistry Tutoring Center

b. Workshops for Students:
   Library: College Success Workshops, Library Workshops.
   English: College Success Workshops
   Psychology: College Success Workshops

c. Targeted Advising/Counseling/Mentoring:
   Art: ACME Animation on-line mentor community
   Counseling/Student Services/ English: Veterans support work (e.g. New Vet Orientation)
   Communications Studies: Handout to improve student persistence
   English: classroom mentoring (Umoja, Puente)
   Math: mentoring (Umoja, Mesa)
   ESL orientations: Counseling, Assessment and Enrollment Lab
   Counseling: Retention interventions with at-risk students; retention workshop to group employees whose work supports retention
   ECE: Student Resource Night with First 5 Academic Support Services
   Anthropology: creation of Diversity Officer position in Red Cross Club

Scheduling innovations tied to equitable student success: (SP Goal 3)

Library: Utilization of space
Sociology: Short-term classes, office hours in the cafeteria
Psychology: Short-term classes, re-distribution of all courses/sections based on previous year’s enrollment data.
SRC Chemistry 120, courses to complete Math AS at SRC.
English: scheduling short-term English 118 followed by a short-term English 122 to move students from developmental to transfer level English on one semester; saving spaces in English 116 for Puente students
SRC: Pathways for first year students
Biology: Office hours in the hall.
Library: Extended hours (Funded by ASDVC).

**Evaluation/Research tied to innovative pedagogy: (SP Goal 1 Objective1)**

SIRWAC: research on impact of participation on course student success rates.
Instructional Office:
Kinesiology: in-class research about student learning
English: Departmental SLO meetings for ESL, Eng. 116, 122, and 123; development of assessment testing protocols
Sociology: in-class research on best practices to increase student success.
Math: participation in Common Assessment Initiative to develop multiple measures for assessment.
Library: Annual Library Survey and Annual Data Survey
Geography: Pre/Post tests in Geog. 120 to assess impact of strategies to increase student success.
Computer Science: Summer Planning based on SLOs
Instruction Office: Documents infrastructure in every classroom supporting student success

**Professional development on best practices to increase equitable student success: (SP Goal 4 Objective 3)**

Sociology: FLEX activities, D2L site for all instructors to share resources;
Physical Sciences: Best Practices Handbook and Flex activities for all faculty.
Geography: Flex workshops on student success, retention and achievement gap tied to SLOs and Program Review.
Biology: FLEX activities linked to best practices.
English: Trainings on Eng. 117, DRWAC, level-specific best practices workshops, shared resources for ESL instructors,
Teaching Matters retreat for all English faculty (February, 2015),
training for one English instructor to lead development of strategies to reduce attrition in English on-line classes.
Foundation for College Success Training Series for linked classes/learning communities; course-specific SLO meetings for entire English department.
Hiring Process tied to increasing inclusive excellence: (SP Goal 4, Objective 2)

Biology: Inclusion of questions addressing improving success for developmental students in Part-Time and Full-Time hires.

Sociology: Continual outreach to networks of minority sociologists to increase diversity of applicant pools.

Outreach to college to improve student success: (SP Goal 1, Objective 4)

Relations with Schools: Student Ambassadors Tabling/Extended Welcome Services; Counseling Assistant to track new student completion of steps for priority registration
International Students Program: Workshops before semester begins
Counseling: Ed. Planning Workshops targeting at-risk students, veterans
A&R: On the spot residency reclassification assistance

Political Science (Model United Nations)
History (Women’s History Month events) (Project Censored events);
Foreign Languages (Chinese Speech Contest)
Art (Festival of the Arts)
English: Creative Writing Contest; O’Keefe Prize (Graphic Arts and Literature)
Art and Library: Campus art installations
Communications Studies: Speech Night; Paul Phalen Intramural Tournament

Outreach to high schools: (SP Goal 1, Objective 4)

Outreach by Relations with Schools, Outreach, Assessment and Welcome Services, together with A&R, including enrollment, application assistance, assessment testing at local HSs.
Counseling: High School Counselors’ Conference
Administration of Justice (Youth Academy)
Math and Biology (Expanding Your Horizons): involves DVC students as mentors.
Kinesiology: CPT program marketing
Early Childhood Education
SRC Math and Sciences
Geography; Early Childhood Education
English: articulation conference with area high schools
Art: outreach to HS art departments
CTE Programs: some do outreach to high schools

**Outreach to community: (SP Goal 1)**

Instructional Office: East Bay Leadership Council Education Task Force; Stop Consortia; SB 1070 and CCPT Collaborations; the Aviation Committee, AB 86 Regional Consortium

Art: Oakland Digital Arts Literacy Campaign

History (Radio program)

ESL (English) outreach to the Monument community,

Early Childhood Education Early Learning Conference to support ECE students and educators in CCC.

All CTE Programs: Advisory Boards

**Other services tied to equitable student success (SP Goal 3)**

Art: and Photography, Library: efforts to reduce students’ cost of supplies.

Library: Textbook Reserves Program

**Analysis of Census: Strengths, Overlaps, and Gaps**

There has been a lot of activity at DVC that supports the directive of the Strategic Plan. The greatest concentration of effort has been in the creation of linked classes and learning communities. A considerable amount of work has also gone into creating support outside the classroom to improve student success through tutoring services, workshops, mentoring, advising, and counseling services. Many of these efforts have included a focus on equity issues. There have also been significant efforts at curriculum innovation to improve student success in English, Math, Biology, Early Childhood Education, and Counseling. Evaluation/research on student learning is being conducted in a range of programs, and some areas report a direct link between the research and curriculum decisions.

There are some areas where there are interesting areas of overlap that might be coordinated, including outreach work with high schools and the Pleasant Hill campus inreach work.

Important gaps in the work to increase student success are also revealed:

1. There are relatively few efforts to develop in-class strategies to support developmental students in college-level classes (these needs have mostly been met in activities outside the classroom).
2. While there are some efforts to bring student services into the classroom, counselors and student services staff by and large provide these services in a separate ‘silo’ from instruction.

3. Equity work is largely relegated to ‘special projects,’ rather than being part of the curriculum of every class and embedded in every student service. No specific effort to support students with disabilities was reported from any instructional program in this census.

4. Research on student success is being done, but the efforts are spotty, and few are focused on the needs of developmental students and students facing social barriers.

5. Only two areas reported plans to increase the diversity of their employees.

Conclusion:

This census is not definitive of the work being done on at DVC to increase student success through inclusive excellence. It leaves out institution-wide activities by college and Senate committees. A number of programs did not report; the work of staff is often not visible in these reports; no report was made on student-led activities. A consequence of the census limitations is that it is top-heavy on activities supporting Goal 1 of the Strategic Plan, and thin on activities supporting Goals 2-4. Nevertheless, the census reveals that DVC is a college that values innovation tied to student success, and that many contributions have been made towards the Strategic Plan’s directive across the institution. These efforts have typically been made in isolation from other initiatives, and rely on the work of one individual or a program. A common understanding of the Strategic Plan directive, together with institutional support, will make these efforts, and many more, increasingly effective in the years to come.