

Textbook Lending Library for Learning Community Students

Name/s: Daniel Kiely

Position/s at the college: Librarian

Contact information: dkiely@dvc.edu

Description of project: Textbooks for Learning Community Students

The library will create a textbook lending library for students in the Puente, Umoja, and MESA learning communities and a cohort of student athletes. Textbooks will be checked out to students for the entire semester. Textbook due dates will be on the last day of the semester.

Purchasing and processing of textbooks will take place during the summer session. All textbooks will be purchased through the DVC bookstore and go through light processing. The library will create a basic textbook record and add barcodes. For required classes in Puente and Umoja, I will distribute to students on the first or second day of classes. For optional classes in Umoja, I will coordinate with instructors to distribute textbooks. For MESA and student athletes, I will communicate with students directly to distribute textbooks.

Read through Non-allowable Expenses to make sure your project can be funded by BSI

- **Gifts**
- **Stipends for students**
- **Political contributions**
- **Courses**
- **Supplanting**

State the category most relevant to your proposal:

- **Category A: Program and curriculum planning and development**
- **Category B: Student assessment**
- **Category C: Advisement and counseling services**
- **Category D: Supplemental instruction and tutoring**
- **Category E: Articulation**
- **Category F: Instructional materials and equipment**
- **Category G: Coordination**
- **Category H: Research**
- **Category I: Professional development**
- **Other:**

Project Management

New or continuing Dev. Ed. proposal? Continuing

Project timeline: Textbooks will be purchased and processed over Summer 2019 and be ready for checkout at the beginning of the Fall 2019 semester.

Ongoing maintenance Benchmark/progress report/periodic check in & assessment/updates

I will return to the Dev Ed committee in Fall 19 with budget update and circulation statistics. I will also survey students and instructors at the end of the semester.

Data and outcomes - Ways to assess measurable outcomes

Survey data will be used to record the ways that the textbook checkout program helped students with the educational goals. Data will also be used to improve the checkout and return process.

Budget

** This list below is an estimate based on SP19. **

Puente

- 102 books at a cost of \$3,500

Umoja

- 120 books at a cost of \$8,650

MESA

- 50 MESA students will need 100 textbooks. Maitreyee Chandra has confirmed that there are 50 MESA students in “good standing”. Due to the high cost of STEM textbooks, I estimate a cost of \$400 per student for one math and one science textbook. The total cost is \$20,000.

Student Athletes

- 75 student athletes will need 150 textbooks. Kyle Whitmore has confirmed that there are 75 students who are eligible to participate. I estimate a cost of \$400 per student. The total cost is \$30,000.

Total Estimated Cost: \$62,150

Categories

All Dev Ed funds will go to the cost of textbooks and replacement of textbooks. The labor and supplies (barcodes, etc.) for the project will be provided by librarians, library technicians and the library’s general fund.

Longevity

Extending beyond current academic year?

This is an application for funding for one semester. I will return in the Fall with a proposal for the Spring 2020 semester.

How might this project be institutionalized in the future? If funding is secured for the textbooks, the labor can become a normal part of the librarian/library tech’s workflow.

I would like to explore a wider reach than just learning communities. I think that it is important to develop a method for identifying underserved students who are in need and are not able to join a learning community.

120 and 120A SIL Proposal

Name/s: Rayshell Clapper and Kelvyn Moran

Position/s at the college: Learning Center Coordinators

Contact information: rclapper@dvc.edu

Description of project:

Current conversations in higher education suggest acceleration as one way to help students move successfully through a course of study. In Fall 2017, the state of California responded to this by enacting legislation, AB705, to change the way we place students and view remediation. Through AB705, colleges can no longer place students in pre-transfer level courses; therefore, everyone who enters DVC has the right to start at transfer-level unless they are highly unlikely to succeed (currently, there is no group of students that fall into this category according to the state).

One way to support struggling students is by offering co-requisite support courses in English and Math. For English, students will have the chance to enroll in a 5 unit 122 support learning community (120+122 or 120A+122A). Because of the placement changes from AB705, students who would have traditionally been placed at pre-transfer will now start at the transfer-level. This means that students will need academic support.

We're proposing a pilot program that would provide that extra support. The program will place a trained tutor/study-group leader in some sections (however many we can fund) of English 120+122 and English 120A+122A.

This program we are proposing is not a new idea as it has been working well in DVC's PACE program. Following the PACE model, and the model of successful Supplemental Instruction at DVC (in our ESL courses, for example) and across the country, tutor/study group leaders will attend class, serving as model students, mentors, and liaisons between instructors and students. They will be paid for this time (five hours/week). Additionally, tutor/study-group leaders will hold *optional* study hours or office hours, outside of class, for a semester total averaging up to one hour per week. The number of hours and the nature of the activities will vary week by week, depending on the needs of the students (as discussed by the tutor/study-group leader and the instructor). Sometimes, tutor/study-group leaders will lead hour-long study groups, focused on particular issues in writing (e.g. thesis statements or paragraph development); other weeks, they will offer one-on-one tutoring for students in the classes.

This flexible model draws on the best practices of study groups (which suggest study groups should be optional, conducted in a community of learners, and led by a trusted peer) and on tutoring best-practices (which suggest tutors be familiar with students' work and assignments).

The expected program outcomes include:

- Supporting students with this new AB705 curriculum change;
- Maintaining and improving success rates in English 122;
- Increasing the number of students completing their transfer-level English course in one year.

We are requesting funds to pay tutors/study-group leaders in 15 co-req learning communities.

Read through Non-allowable Expenses to make sure your project can be funded by BSI

- Gifts
- Stipends for students
- Political contributions
- Courses
- Supplanting
-

State the category most relevant to your proposal:

- Category A: Program and curriculum planning and development
- Category B: Student assessment
- Category C: Advisement and counseling services
- Category D: Supplemental instruction and tutoring
- Category E: Articulation
- Category F: Instructional materials and equipment
- Category G: Coordination
- Category H: Research
- Category I: Professional development
- Other:

Project Management

New or continuing Dev. Ed. proposal? New

Project timeline: Beginning Fall 2019 and possibly extended in Spring

2020

Ongoing maintenance

Fall 2019 report to Dev Ed committee

Budget

Approximate, predicted Program Costs	<p>Tutors/Study/group leaders: \$24,580.80</p> <ul style="list-style-type: none"> • Breakdown: There are three rates at which tutors and SILs are paid: <ul style="list-style-type: none"> ○ Apprentice Tutors – \$12 ○ SILs (Classroom Tutor I) - \$13.35 ○ SILs (Classroom Tutors II) - \$17.07
---	---

	<ul style="list-style-type: none"> • We used the highest payment to estimate a budget, but some of our tutors/SILs will be paid at a lower rate. • Tutor/Study-group/SIL leaders may be paid for up to 6 hours each week (this does not include additional training; nor does it include workman's comp or other costs associated with hiring); we will have about 15 Study-group leaders/tutors; the semester is 16 weeks long.] <p>• \$17.07/hr x 6hr/wk x 16 wks x 15 SILs = \$24,580.80</p> <p>Training: \$1001.25</p> <ul style="list-style-type: none"> • Breakdown: SIL leaders may be paid for up to 5 hours of training (total) during the course of the semester. Again, we used the highest payment to estimate a budget, but some of our tutors/SILs will be paid at a lower rate. <p>• \$17.07/hr x 5 hr x 15 SILs = \$1280.25</p> <p>Other costs: 300</p> <ul style="list-style-type: none"> • Breakdown: Snacks for trainings: \$200 Misc.: \$100 = TOTAL \$300
	<p>Total Projected Cost: \$26, 161.05 + costs associated with hiring</p>

Categories

Longevity

Extending beyond current academic year? This is an application for funding for one semester. We will return in the Fall with a proposal for the Spring 2020 semester.

How might this project be institutionalized in the future?