

Textbook Lending Library for Learning Community Students

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Position/s at the college: Librarian

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Description of project: Learning Community Textbook Lending Library

The library will continue to build and maintain a textbook lending library for students in the Puente and Umoja learning communities. 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 between semesters. 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. Students will be required to come to the library to check out and return 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 during the end of the semester and break (winter break for spring semester, summer break for fall).

Ongoing maintenance

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

I will return to the Dev Ed committee at the end of semester with budget update and circulation statistics.

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

I am asking for a total of \$45,000 (\$15,000 per semester for Spring 2020, Fall 2020, and Spring 2021). This figure comes from the average spent on Puente and Umoja textbooks over the last two semesters. Puente will be adding two sections of Political Science in 2020-21 and Umoja is expanding the number of Umojafied subjects. With these additions and the reuse of Spring 2019 textbooks, I expect the library's textbook cost to remain flat.

Total estimated cost: \$45,000

Categories

All Dev Ed funds will go to the cost of textbooks and unlimited use ebooks. 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 three semesters.

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.

AB705 Math Task Force IV: Hours & Release Time

Name(s): Lindsey Lang, Katrina Keating, Sam Needham on behalf of the entire DVC Math Department

Position(s) at the college: Current Math AB705 Coordinator (Lang), current Math Developmental Education Coordinator (Keating) and Math Chairperson (Needham)

Description of Project:

The math department has been working since Spring 2018 to comply with AB705 by Fall 2019. In addition, the department has used this legislation as motivation to begin a transformation of our practices and course structure. The math department has already:

- created co-requisite courses for three of our entry-level transfer courses (Math 121, Math 135, and Math 142) beginning in Fall 2019
- created a second-tier co-requisite course for the next STEM class (Math 191) to begin in Fall 2020
- thoughtfully determined which developmental courses to continue to offer
- made sweeping changes to the existing self-paced math program to better serve students once AB705 is in effect
- considered and decided upon how to require or recommend courses based on the default placement rules
- participated in informing the campus community about these upcoming changes
- worked to continue to improve our new placement tools
- compiled affective domain materials to use in our support courses
- implemented communities of planning for instructors of those support courses
- planned trainings for all math faculty on a variety of topics
- continued collaboration with other departments to ensure as smooth of a transition as possible
- embedded peer tutors and counseling faculty in our co-requisite support classes
- begun revamping our Liberal Arts Math course to better meet the students' needs and interests.
- begun implementing changes to our tutoring practices and facilities to provide assistance to as many students as possible in a space that is inviting and inclusive

The spring semester of 2020 will serve as a transitional semester in which we begin to work to institutionalize those aspects that we wish to continue to implement, and we will need to determine how that can work. In particular, we will still require additional reassigned time to coordinate our many projects and efforts, but we also want to begin to work towards a structure of coordination that can sustain these projects over time, not semester by semester. In addition, we still have a handful of

projects that we are working on that require hourly compensation for faculty willing to commit this time above and beyond their usual obligations.

Through this proposal, we are asking for support for two areas of work:

1. **Spring 2020 Department-wide Work:** 92 total estimated hours of work.
2. **Spring 2020 Coordination:** 75% release time for coordination, split among various faculty.

1. Spring 2020 Department-wide work:

The math department has identified the following new tasks as a priorities for Spring 2020:

- “Safety Net Workgroup” – the department will create a work group that will meet regularly in the Spring semester to develop ideas and structures to provide options to students who are not passing their transfer + support course package. This includes the options of late-start non-credit courses that these students could attend that would provide the support and assistance similar to the co-requisite without having a transfer-level course attached. This workgroup will also be focusing on how to restructure Math Leap so that it can best serve this population of students. This workgroup would be co-coordinated and co-facilitated by the Developmental Education Committee Co-Chair in Math and the CAEP Co-Coordinator, and does not require additional compensation for coordination. The faculty participants in this workgroup would be paid hourly at their non-academic services rate for a total of 60 paid hours to be split among the participants.
- Additional compensation for the Community of Practice facilitators – an additional 8 hours of OAS hourly compensation per facilitator, to account for additional time facilitating and assisting colleagues, as well as for training on administrative tasks and group facilitation. 8 hours x 4 CoP leaders = 32 additional hours total.

2. Spring 2020 Coordinator Work

The coordinator has been the overall gatekeeper to the communication between hourly work accomplished, the math department, and the college. The math department’s tasks are highly connected to the related work with pathways, CAEP, and SEAP. Shifting the college’s math course offerings affects the balance in these other important areas which need ongoing communication. Specifically, the coordinators will continue to:

1. Coordinate workflow so that appropriate college deadlines are met.
2. Coordinate communications between the work groups, the department, and the college.
3. Collaborate with the English department’s AB705 coordinators.
4. Attend the college-wide AB705 meetings.

5. Participate in relevant statewide meetings.

It is in the best interest of the department and the college that the various duties that have been performed by one coordinator for the past three semesters begin to transition to multiple faculty with relevant experience and interest in working in the various areas affected by AB705. In addition, the department and college will need to determine how ongoing coordination can fit into the current institutional structures and positions, or if adjustments need to be made to add particular duties to different positions in order to maintain the adequate level of coordination for these areas. The department hopes that in the spring, multiple faculty will take on coordination roles at smaller levels than we have seen in the previous three semesters. In particular, the math department plans to implement a coordination structure in the spring as follows:

- 1) **A tutoring coordinator:** The Math Lab Faculty Coordinator will
 - serve as the trainer for the embedded tutoring project, training both faculty and tutors.
 - serve as the point person for non-administrative questions and concerns for both faculty and tutors in the project throughout the semester.

This coordination will require an additional 10% reassigned time for this position, beyond the duties that they are currently doing. If the embedded tutoring project is institutionalized, the Math Lab Faculty Coordinator is the natural position to do this work, and the department will determine if this level of reassigned time is appropriate. The administrative oversight of this project (hiring, paperwork, timecards, etc.) is done by a dean's office and beyond the scope of this assignment.

- 2) **A counseling coordinator** who will:
 - a. Work with counselors and staff to determine strategies for support for DSS students in transfer-level courses. *(20 hours)*
 - i. Reach out to DSS counselors and staff to organize a meeting to discuss concerns and strategies.
 - ii. Report strategies and discussion to Math Department and facilitate department discussion regarding possible strategies.
 - iii. Continue next steps, where appropriate, for approved strategies.
 - b. Lead outreach to counselors and continue the recently established collaboration between the departments. *(20 hours)*
 - i. Attend portions of Counseling Department meetings, when requested, to provide information, answer questions, and field concerns.
 - ii. Report Counseling Department feedback to the Math Department and facilitate department discussions, when appropriate, regarding this feedback.
 - iii. Field counselor questions and concerns regarding AB705 related topics.
 - c. Coordinate the Embedded Counseling project, including

- i. updating the guidebook, feedback forms, student and faculty surveys (*10 hours*)
- ii. train faculty at the beginning of the semester (*3 hours*)
- iii. facilitate the Large Group Meetings (*10 hours*)
- iv. schedule timeslots and counselors (*4 hours*)
- v. serve as a point-person for math faculty participating in the project (*15 hours*)

This coordination will require 15% reassigned time for above hours plus 10 hours of unforeseen aspects. If the embedded counseling project is institutionalized, it will need to include a coordinator position, and the department will determine if this level of reassigned time is appropriate.

3) Two general math coordinators who will:

- a. Continue to work with 3SP Committee and staff to ensure that new placement processes are effective and in accordance with both the law and the will of the math department.
 - i. Attend 3SP meetings and Mega-Joint meetings (3SP, Dev Ed, Equity). (*10.5 hours x 2 people = 21 hours*)
 - ii. Participate in discussions and work outside of these meetings to further the projects addressed in meetings. (*30 hours*)
- b. Work with college and district staff to collect, organize, and present data relating to student success and demographics. This includes participating in the college's AB705 Evaluation Workgroup.
 - i. Attend the AB705 Evaluation Workgroup meetings. (*4.5 hours x 2 people = 9 hours*)
 - ii. Participate in discussions and work outside of these meetings to further the strategies discussed in the workgroup. (*15 hours*)
 - iii. Organize and present data to the Math Department, and facilitate discussions to analyze this data. (*Two 1.5 hour meetings in the spring + 2 hours prep per meeting = 7 hours*)
 - iv. Summarize and report the Math Department's data analysis to interested constituencies (AB705 workgroup, 3SP, Mega-Joint group, Academic Senate, etc). (*5 hours*)
- c. Initiate Math Department Website changes that will include more detailed information for students regarding their options for math pathways. This work has begun this fall under the current Math AB705 Coordinator.
 - i. Work with Marketing to develop the content and design of additional pages for the Math Department's website. (*7 hours*)
 - ii. Communicate with, gain feedback from, and facilitate the vision of the Math Department about the content and design of these pages. (*10 hours*)

- d. Continue outreach to campus community to educate and inform about the law and the department's changes. *(10 hours)*
 - i. Present at meetings, when requested, about AB705 related changes.
 - ii. Participate in discussions and answer questions about AB705 related topics.
- e. Lead the math department in determining goals and activities related to AB705 for Summer and Fall 2020. *(55 hours)*
 - i. Survey department to determine priorities for 2020-2021 academic year in terms of AB705.
 - ii. Schedule and facilitate AB705 Math Department discussions related to those goals and priorities.
 - iii. Communicate results of surveys and discussions department-wide.
 - iv. Continue to facilitate the implementation of the department's goals and priorities.
- f. Work with the Math Lab Faculty Coordinator and the Math Department Chair to complete the Math Lab Rebranding project. *(55 hours)*
 - i. Weekly meetings with the Math Lab workgroup.
 - ii. Coordinate to finalize furniture layout and order furniture.
 - iii. Create final plan for door art and coordinate with artist to complete project.
 - iv. Work with Dean, Math Lab staff, and Buildings and Grounds to implement remaining aspects of the proposal.
- g. Work with the Math Professional Development Coordinator and the Communities of Practice to organize recommendations from support course faculty about what changes to recommend in the structure of math support courses. *(30 hours)*
 - i. Gather feedback from current and past support course instructors and share feedback with the department.
 - ii. Assist with organizing and facilitating discussions on potential changes to the structure of support courses, including embedded supports.
 - iii. Facilitate and en-of-semester wrap up for the Communities of Practice and support course instructors.
- h. Prepare funding requests for Fall 2020 related to AB705. *(15 hours)*
 - i. Other tasks, as they arise. *(30 hours)*

The current Math AB705 coordinator will need to train a new faculty member to serve in this role beginning in Fall 2020, so this coordination should be split between the current Math AB705 coordinator and new faculty member. This coordination will require 50% reassigned time, 25% for each of the aforementioned faculty.

Connection to Dev Ed Strategic Plan:

This proposal is most connected to Goal 1 and Goal 2 of the Dev Ed Strategic Plan.

Goal 1: The college will foster excellence by integrating best practices in academic programs and student support services

Objective A: Increase the number of underprepared students who successfully complete courses at both the developmental and the college level.

Objective B: Create a campus culture that supports, encourages, and provides help outside the classroom for underprepared students.

Objective C: Maximize the effectiveness of the assessment and placement processes to better serve underprepared students.

Objective D: Increase the number of underprepared students who earn certificates and degree and transfer to four-year institutions.

Objective E: Increase equity in underprepared student success.

Objective F: Improve underprepared students' experience navigating the college systems

Objective G: Implement promising innovations supporting underprepared students while maintaining best practices and institutionalizing successful ones.

Goal 2: The college will improve the alignment of its governance, operational and planning processes to drive institutional effectiveness

Objective A: Move the college towards increased evidence-based inquiry and decision-making about developmental education.

Objective B: Evaluate and adapt decision-making processes about developmental education to be increasingly transparent, collaborative, and efficient.

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 G: Coordination
- Category H: Research

Measuring the need:

The college is required to be compliant with the law and to validate its strategies accordingly. It is identified as a need by all college governing bodies.

Project Management:

This is a continuing proposal, following up on three previous versions submitted for Summer and Fall of 2018 and Spring 2019 and Fall 2019.

Project timeline: This proposal covers Spring 2020 and may be considered Phase 4 of at least 4 phases. The Math Department anticipates that some of our projects will work towards institutionalization in the coming months, but will still require additional support until that process is complete.

Maintenance:

Benchmarks/progress report/updates: All work the department intends to do is described on pages 2 through 4 for which the coordinators will be able to report on to the Dev Ed Committee at the end of Spring 2020.

The Math Dean will be facilitating bi-weekly meetings for every other Weds from 3:30 – 4:50pm of the following leaders: AB705 Coordinators, Developmental Education Math Coordinator, any Professional Development Coordinators, CAEP Coordinator, Pathways leaders, Math Lab Faculty Coordinator, Math Department Chair, and Math Dean. These meetings will be to inform each other of updates on projects, share resources, and maintain continuity of projects and workflow.

Data and outcomes: The outcome of this project will be...

- A solid plan for how to best assist students who are not going to pass their transfer + support course package.
- Continue to develop pathways that include clear math placement to completion.
- Continue to create a uniform method of advisement, counseling, and placement in math courses.
- Clear ideas and recommendations for the institutionalization of pilot programs.
- Clear ideas and recommendations for changes to the structure of our math support courses.

Measurable Outcomes:

- Increased student completion of certificated, degree, or transfer goal.

Budget: Phase III for fall 2019:

Hourly non-instructional rate: \$ 60/hour (estimate for OAS rate)

92 hours x \$ 60/hour = \$ 5,520

75% Reassigned time for the coordinators

75% of \$ 90,000 = \$ 67,500 + associated payroll costs

Total budget: \$ 5,520 + \$ 67,500 = \$ 73,020