

Developmental Education Committee

Progress, Accomplishments, and Ongoing Work:

In AY 2019-2020 the Dev Ed Committee has continued to “support and oversee DVC Developmental Education Strategic plan, determine strategic initiatives for yearly focus...and coordinate funding activities related to the Statewide Basic Skills Initiative Funds” (Dev Ed Committee Charge and Function). In AY 2019-2020 the committee rearticulated and clarified the committee’s charge and function in light of recent curricular changes to note the following:

Guiding Principles

DVC is not in a Post-Dev Ed world. We still need to find the target students to support. We must ensure we do not lose or lose sight of those students.

Current Activities that Should be Sustained/Developed

Provide support for:

- Professional Development focused on pedagogy
- Student curricular support inside and outside the classroom
- Communication and Collaboration between areas and departments (e.g. RWAC, Flex, Institutes)

Areas to Improve/Grow

- Need to broaden Dev Ed support within departments beyond Math and English (i.e. pedagogical support)
- Need to effectively bring a Dev Ed voice to Guided Pathways
- Need to develop/support a holistic approach to supporting students who do not pass courses under AB 705 placement. Develop mechanism/process to retain students and support/guide repeating students (e.g. starfish, retention specialists, etc.)

In AY 2019-2020 Dev Ed updated the committee membership to include additional partners:

2019-20 Committee Membership

Position	Name	Notes	Date Appointed	Term Ends
1. Classified: Student Services	Carissa Urbalejo		Fall 2019	
2. Co-coordinator (English)	Ian Thomas-Bignami		Fall 2018	Spring 2020
3. Co-coordinator (Math)	Katrina Keating		Fall 2018	Spring 2020
4. Dean: Student Engagement and Equity	Rosa Armendariz		Fall 2016	

5. Faculty: At-large	Heidi Goen-Salter		Fall 2010	
6. Faculty: At-large (Humanities, Social Science, or STEM)	Vacant			
7. Faculty: Counseling	Khrystyn Pamintuan		Fall 2019	
8. Faculty: English/ESL	Katy Agnost		Spring 2018	
9. Faculty: Math	Peter Willet		Spring 2018	
10. SRC Manager	Kenyetta Tribble		Fall 2017	
11. Faculty: Math/SRC	Asa Scherer		Fall 2017	
12. Manager: Student Services	David Hagerty		Spring 2017	
13. Manager: At-large	Lindsey Kong		Spring 2019	
14. Student: ASDVC	Ethan Anderson		Fall 2019	
15. Student: ASDVC	Yifan Zhang		Fall 2019	
16. Classified at large	Kristina Gomez		Fall 2017	

While the committee has provided guidance, a forum for feedback, and funding for a variety of Dev Ed related proposals, the committee's 2019-2020 focus has continued to be the implementation of AB-705. Because of the scale of AB-705 implementation and the need to coordinate implementation, the Dev Ed committee has also met on a regular basis in joint meetings with the integrated Student Equity and Achievement Program (SEAP) committee. Additionally, the chairs of Dev Ed have worked to align the work of the Dev Ed committee as a workgroup under the new Student Equity and Success governing committee and begin work on a number of projects addressing equity, pedagogy, and student support.

Recently, the committee has continued to meet remotely and directed its attention toward the various needs emerging from the Covid-19 pandemic. Projects have been modified to meeting changing needs, and the chairs have been working with partners in SEAP, SES, and other groups across the college to address these needs. Committee meetings have been an important place to communicate the work that is being done by different areas of the college and to identify additional needs.

Dev Ed Proposal: Faculty-Led Clinics for FA20-SP21

Name/s: Heidi Goen-Salter, Kelly Kadi

Positions at the college: English faculty; English AB 705 Coordinators

Contact information: Heidi Goen-Salter (hgoensalter@dvc.edu): Kelly Kadi (kkadi@dvc.edu)

Description of project:

Faculty-led writing clinics will be held one to two times a month (the same clinic topic being offered once on a Monday or Wednesday, and once on a Tuesday or Thursday, to increase accessibility to all students), via Zoom or face-to-face (when that resumes). During small, hands-on workshops, students will have opportunities to learn, refresh, or practice skills of the composition classroom, including organization, important grammar concepts, quoting, thesis statements, and more. Specific workshop topics will be drawn from student need (as reported by faculty).

AB 705 asks that we not only place all students in transfer-level English, but also offer them the support they need to succeed. While support is important for all students, we think it will be especially critical for those students who would previously (before AB 705) have been placed in developmental classes, but who have opted to take stand-alone English 122. Faculty-led clinics will be part of a network of support for these, and all, students. Faculty-led clinics will provide an easy way for for students to receive targeted (topic-specific), drop-in support.

Faculty will be paid for designing and leading the clinics.

Connection to Dev Ed Strategic Plan

The project addresses the following goals:

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

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

E. Increase equity in underprepared student success.

BSI compatibility: (as per BSI Expenditure Guidelines, May 1, 2015)

Select the category most relevant to your proposal

Our project best fits with:

- Category D: Supplemental Instruction and Tutoring

**Ways to measure the need (program review, survey, research data, etc.)
Connection to program review (if possible)/ Identified as a need by a
department or college committee:**

Our program review specifically identifies the need for *targeted interventions and additional support* in light of AB705:

- Section I B 1.2 and B 1.5 of IUPR: English department identifies the goal of supporting students in gaining basic skills and completing basic skills courses as well as the goal of targeted interventions in response to AB-705.
- Section III B1: The course success rate of the English department is stable at 75%. In order to address the changes required by AB 705, while keeping our success rate strong, we need to support our students in every way possible.

Recent data about tutoring in our English tutoring lab show that we serve only a narrow band of students. About 60% of the students who receive tutoring have a GPA of 3.0 or higher; 21% of have between a 2.0 and 2.9. In other words, the students who may most benefit from English tutoring—those in the C/D range—are not receiving it. Additionally, while the student population that seeks tutoring is diverse, it's remarkable that just 15% of that population is either African American (5%) or Latinx (10%). It's clear that as a school we need to find more ways to reach a more diverse range of students. Of course, faculty-led clinics will not be a panacea; however, they will diversify and broaden our current network of support. In general, the more we diversify and broaden this network of support, the more likely we are to reach more kinds of students. And, the clinics' drop-in, group-setting may appeal to students who don't seek out one-on-one help. Moreover, students may be likely to attend a faculty-led clinic if they are recommended by their teachers and/or if their attendance is incentivized (e.g. with extra credit).

Project Management

New or continuing BSI proposal? This is a continuing proposal.

Project timeline: We piloted the program in AY 19/20 and would like to carry it on through AY 20/21. Long-term, we hope to continue it if it thrives.

To assess the outcomes of the program, we will create a survey for both students and faculty.

Outcomes	Measurement
Create a campus culture that supports, encourages, and provides help outside the classroom for underprepared students.	<p>Survey student participants about affective responses (e.g. How well does this program contribute to a culture of support here at DVC?)</p> <p>Survey faculty participants: (e.g. How effective did the clinics feel in terms of reaching a diverse range of students?)</p>

Increase equity in underprepared student success	Survey student participants: (e.g. To what extent do you feel this program increased your success in class? How likely were you to have sought out other kinds of writing/reading help such as tutoring?)
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Budget

The budget reflects the cost of two faculty members planning (1 hour) and facilitating (1.5 hours) one clinic a month for four months, in both fall and spring:

$2 \times \$60$ (average certificated "other" rate) $\times 2.5$ hours/month $\times 4$ months $\times 2$ semesters = \$2400/year

Total Cost: \$2400 for year

Longevity

If successful, we'd like to find funding and carry it forward.

Dev Ed Proposal: Communities of Practice, FA20-SP21

Name/s: Heidi Goen-Salter, Kelly Kadi

Positions at the college: English faculty; English AB 705 Coordinators

Contact information: Heidi Goen-Salter (hgoensalter@dvc.edu): Kelly Kadi (kkadi@dvc.edu)

Description of project

We are requesting continued funding for Communities of Practice (COPs), a program related to AB 705, with pay for faculty participants as well as extra pay (for prep time) for COP facilitators. COPs would be one hour every other week for the entire semester (8 hours per participant over the course of the semester, with an extra 3 hours (for the whole semester) for facilitators).

The goals of COPs are as follows:

- Address concerns of faculty and build a positive attitude re: AB 705
- Create a safe and equitable environment for PT and FT faculty
- Support implementation of pedagogical shifts
- Support incorporation of affective support in classes (for students)
- Provide intentional support for the affective experiences of faculty
- Create a cadre of faculty (especially FT) who are confident and optimistic about effectively teaching under AB-705, to provide stronger guidance and mentoring for new hires or peers still struggling with these changes

Rationale

While in the long-term, faculty meeting regularly with faculty to discuss pedagogy, share best practices, mentor, and offer mutual support is something that can and should be folded into regular departmental activities, the current need for this—and the need to have it *broadly*, with as much participation as possible—is uniquely related to the changes AB-705 has brought about.

This year, we've got a lot of new students going right into English 122, but we've also "grandfathered in" a lot of students who have already been here for a while, taken 117, etc. Next year, we'll have fewer of those 117 students, which means a lot more "pure" AB 705 students. Meanwhile, the English 123/126 teachers will be facing a different landscape next year as more of the new-this-year 122 students show up in their classes. (This year, they're still teaching a lot of students who have been here a while, perhaps taken dev ed classes, etc., and even so, we're already hearing about struggles from several people. This will most likely be even more noticeable next year.)

In short, things are not "business as usual" right now, and we don't want faculty to treat them as such, feeling that they don't have the bandwidth or knowledge to make this work,

so they just settle for lowering standards. Nor do we want faculty who sincerely care about making the best of AB-705 to have to go so far above-and-beyond their normal efforts, figuring out on their own, in their (what used to be) free time, how to make this new system work. This is why it feels so important to us to continue the COPs through this year, even though there has been some concern from the Dev Ed Committee that perhaps this is work that should be part of full-time faculty's normal load.

COPs are a really supportive, simple, and cost-effective way to help us all learn how to adjust our attitudes and pedagogy to meet the new challenges (and opportunities). One more year feels very important. After that, perhaps we can carry on paying adjunct faculty for their participation even if we no longer pay full-timers.

Connection to Dev Ed Strategic Plan

COPs addresses the following goals:

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

- A. Increase the number of underprepared students who successfully complete courses at both the developmental and the college level.
- C. Maximize the effectiveness of the assessment and placement processes to serve underprepared students.
- E. Increase equity in underprepared student success.

Goal 3: The college will develop and implement a human resources plan to maximize employee expertise to support the institution's commitment of excellence and equity

- B. Offer a professional development program that supports best practices and that develops the skills, knowledge, and abilities of our employees in terms of working with underprepared students

BSI compatibility: (as per BSI Expenditure Guidelines, May 1, 2015)

Select the category most relevant to your proposal

Our project best fits with:

- Category A: Program and curriculum planning and development
- Category I/G3: Professional development

Ways to measure the need (program review, survey, research data, etc.)

Connection to program review (if possible)/ Identified as a need by a department or college committee:

As noted in our program review, English is a large department, which means that we will need to dedicate more training for new and veteran faculty.

In our program review, we've focused on ways the English department supports the college's efforts to improve student success and equity, including our work to meet the requirements of AB 705. Continuing to offer Communities of Practice will allow us to satisfy the bill's requirements by supporting our faculty as they make important changes to their pedagogy and course design. This is especially important because we have a large part-time pool of instructors. According to our last program review, we have 28 full-time and 74 part-time instructors. While our full-time membership remains roughly the same every year, our part-time numbers fluctuate, and each year we need to hire 12-20 part-time instructors to make up for attrition. While we offer these new faculty members a mentoring program and some additional support, it's not sufficient to communicate the drastic change in pedagogy necessitated by the bill.

Our program review also specifically identifies the need for continual support of our programs:

- Section I B 1.2 and B 1.5 of IUPR: English department identifies the goal of supporting students in gaining basic skills and completing basic skills courses as well as the goal of targeted interventions in response to AB-705.
- Section I E 6 of IUPR: English department requests funding for professional development and a departmental retreat in response to curricular changes from AB 705 and MMAP.
- Section III B1: The course success rate of the English department is stable at 75%. In order to address the changes required by AB 705, while keeping our success rate strong, we need to support our faculty through professional development activities such as these—especially professional development we can pay our PT faculty for attending.

Project Management

New or continuing BSI proposal? This is a continuing proposal.

Project timeline: We would like funding for this year. After this year, we would like to continue funding adjunct faculty, but not full-time faculty.

Outcomes	Measurement
Increase the number of underprepared students who successfully complete courses at both the developmental and the college level.	Survey instructors: To what extent do you feel your students have increased their success as a result of the professional development and support you received via COPs?
Maximize the effectiveness of the assessment and placement processes to better serve underprepared students.	Survey instructors: How effective did you expect to find the State's method of placing students? How effective did you in fact find the method when all was said and done (e.g., were your students as successful overall as they have been in the past)? Did your

	participation in a COP affect your response to these questions?
Increase equity in underprepared student success.	Survey faculty: To what extent do you feel the COPs increased access and equity in your classroom?
Offer a professional development program that supports best practices and that develops the skills, knowledge, and abilities of our employees in terms of working with underprepared students	Survey faculty participants: To what extent did the COP help you develop skills, knowledge, and abilities that improve your ability to work with underprepared students.

Budget

- For Participants:
 - FALL:
 - 6 Members/group x \$60/hour x 1 hour/mtg x 8 weeks x 7 groups = **\$20,160 +**
 - Facilitators: 3 hours x \$60/hr x 7 groups = **\$1260**
 - **TOTAL FALL: \$21,420**
 - SPRING:
 - 6 Members/gp x \$60/hr x 1 hr x 8 wks x 7 groups = **\$20,160**
 - Facilitators: 3 hours x \$60/hr x 7 groups = **\$1260**
 - **TOTAL SPRING: \$21,420**

TOTAL COST: \$42,840

Longevity

The COP program was piloted in the fall and spring of 19/20; now they need to be broadened to include a critical-thinking focus and our students newly-placed under AB-705 hit that level, and we need to support 122 teachers now that fewer students are being “grandfathered in” after having taken 117 in the past. But in spring, we’ll start strategizing ways to remove the (paid) support for full-time faculty, and (re)build a culture of collaborative sharing and norming in the English department. (Adjunct faculty should still be paid, or given FLEX to participate in such activities.)

Appendix

Tips for Building a Culture of Inclusion and Support in a COP

Building a sense of community and inclusion with all faculty (full and part-time) is an important part of the community of practice. Just as we work to form a safe and inclusive learning environment in our classrooms, the same effort must be put into creating a safe and inclusive learning environment for our faculty.

- Full-time faculty share vulnerable experiences.
 - It's difficult for part-time faculty to open up about problems they are having in their classroom. Many fear that sharing such experiences will jeopardize their job in the future. It helps to have a full-time faculty member lead the way with sharing a vulnerable experience.
- Allow part-time faculty to have a voice
 - Part-time faculty often have a lot to share from teaching experiences at other schools. They may have a lesson plan idea, or affective domain activity that would be great. If they have something to share, give them a stage to do it. And **PAY THEM FOR THEIR TIME!** If they are developing a lesson plan or assessment outside of the community of practice meetings, offer them a stipend for their time

Possible COP Topics (general)

- Classroom management
- Lesson plan review and revision
- Subject matter training for faculty (e.g., grammar basics, teaching annotation, etc.— things previously taught at the dev ed level but not necessarily in transfer level)
- How to support the affective experiences of faculty
- How to provide affective support for students
- Sharing/discussing individual student cases
- Exploring instructor biases and assumptions
- Flipped classroom/lessons
- How to share lessons learned with new hires and colleagues still struggling

Possible COP Action/Discussion Items (specific)

- Lesson plan review and revision
 - Take turns sharing particular lesson plans with colleagues.
 - What worked? What didn't work? What would we do differently next time? Was there some area that students struggled with that could be addressed?
 - Looking ahead: What lesson plans are coming up? Are we ready or are there materials that we need to develop?
- Ongoing training for faculty

- Have an experienced faculty member (someone who has taught the course for several semesters) identify some common issues at the dev ed level to discuss as a group.
- Allow faculty to engage in productive struggle just like the students.
- Hold a group discussion afterwards about what possible misconceptions both faculty and students might have and how to address them in class.
- Affective domain for faculty
 - As a group, discuss what's challenging and why.
 - What struggles are we experiencing with our students? Motivation? Group dynamic issues?
 - Identify immediate action items/tools for the teacher to use moving forward.
 - Is there something that could be done during the first few weeks of class to set up different classroom norms so WE feel less overwhelmed/frustrated?
 - Read a case study or paragraph related to affective domain for our students (e.g., College Fear Factor).
 - Discuss how this relates to our classes and how we could better address these issues in the future, whether it be through an affective domain assignment or development of a classroom norm.
- Mentor newer/less-experienced faculty
- Explore the questions at the end of this document
 - Choose from the questions below to do a self-assessment, or to have your peer(s) respond to after an observation, or after you share a situation.
- Job Shadow/Visit each other's classrooms
 - If someone wants, they might say, "I'm doing X in my class next week. Anyone want to come and watch?"
 - Provide observer with specific questions (see list below) before they observe

Useful Questions for Assessing and Improving Our Effectiveness

1. I'm working on treating all students equitably. Please describe any situation you observed where I seemed to favor one group over another or where I was insensitive to student needs.
2. I would like feedback on the students' level of engagement.
3. I would like feedback to help me improve each of the following:
 - student collaboration
 - student-teacher interactions that foster critical thinking
4. During the learning activity when students were working in groups, was I able to keep the students engaged in productive struggle, or were some bored and/or frustrated?
 - If students were bored or frustrated, how can I improve my interactions with the groups to keep students engaged in productive struggle?

- How can I improve my set-up of the problem/activity so that students engage in productive struggle without immediately becoming frustrated or bored?
2. Was my closure for the activity productive? If not, what can I do to improve the closure?
 3. I'm really struggling with my set-ups for the learning activities. I don't really know how to plan and implement a set-up. Please provide recommendations on how I can set-up the learning activity you observed.
 4. Did I consistently provide fair, clear, and actionable feedback during the learning activity? If not, what can I do to improve feedback in real time?
 5. Were the students active learners with me as their guide? If not, what can I do to create a learning environment where the focus is on active learning?
 6. How can I improve my use of the physical classroom space, whiteboards, and projection system?
 7. My goal is for students to be able to make sense of the problems and persevere in solving them. How can I better facilitate attainment of this goal?
 8. How can I be more mindful and focused in my interactions with students?
 9. How can I be more responsive to my students' needs?
 10. How can I improve classroom management to maximize learning?
 11. I would like feedback to help me improve the following:
 - Time management and pacing group work – moving groups along without slipping into lecture mode in order to pick up the pace
 - Time management and pacing group work – keeping students actively engaged in the learning process while maintaining a healthy pace as we work through the material
 12. My goal is to help students make important connections for themselves (rather than making those connections for them).
 - Please briefly describe the scenario when I succeeded in my pursuit of this goal.
 - Please briefly describe the scenario when I failed in my pursuit of this goal.

Thanks to Cuyamaca College for many of these ideas

Dev Ed Proposal: Release Time for English AB 705 Coordination For FA 20/SP21

Name/s: Heidi Goen-Salter & Kelly Kadi, English AB-705 Co-coordinators

Contact information: hgoensalter@dvc.edu ; kkadi@dvc.edu

Description of project:

We're requesting funding for fifty-percent (.50 load) release time to continue coordination of the English department's AB 705-related activities for both English and ESL, to be split among two co-coordinators.

The passage of AB 705 has required DVC to place as many students as possible directly into transfer-level English and to get students through transfer-level English within one year. The timeline for ESL students is different, but the principles are basically the same. English has already undertaken the majority of the "big picture" work to comply with AB-705: English contributed input to a new college-wide online placement tool; new "just in time" remediation curriculum was designed and a new co-requisite support course was created, then offered starting in Fall 2019; a professional development workshop series took place focused on teaching and supporting student in a post-AB 705 world, including teaching in the new co-requisite support courses; the English schedule was vastly adjusted—requiring many complex; traditional developmental education and basic skills courses were all but eliminated (English remains committed to offering some of these, helping to ensure we reach all students, not just transfer-bound ones); a stop-gap Guided Self-Placement (GSP) tool was developed to help place students who either don't qualify for multiple measures placement or who need or want more specific placement recommendations in the more complicated ESL track; gold-standard English and ESL GSP tools are being developed and vetted currently; new courses(including "stretch" English 122, many ESL classes, and non-credit options) have been written and moved through Curriculum, and will be offered in FA20; Faculty-Led Clinics have been offered for students, covering skills necessary for effective college writing; communities of practice have been established and held for the last 2 semesters, offering support and suggestions for faculty teaching in what most feel is a very different landscape; English has worked to gather its own affective data by surveying faculty and students about their views on student placement; English Discipline Experts have been available during registration periods to help students select the best English class for themselves.

Of course, much of this work has been hindered by the pandemic (most notably our efforts at collecting data).

Going forward, this is what we see still needs to be done:

1. An AB 705 co-coordinator 1-day summer retreat to assess, regroup, and create a detailed Action Plan for AY 20/21.
2. Continuing with English Discipline Experts: They need to be available during registration periods in fall and spring. By the end of that time, presumably our online tool and Guided Self-Placements (for English and ESL) will both be fully in place for future students.

3. Continuing with Faculty-Led Clinics (after re-polling faculty and perhaps students as to what topics seem most necessary)
4. Continuing with and further developing the communities of practice, while working on how to institutionalize these within the department (except for adjunct faculty, which should continue to be paid)
5. Continuing the pilot of On-Call Tutoring, which hasn't been able to run yet due to 1) no available tutors in fall and 2) the pandemic in spring.
6. Continuing to assess the efficacy of the first round of AB-705 adjustments, and readjusting, including:
 - a. analyzing and reporting on student success data, locally and with support from district research
 - b. continuing with our in-house assessment of how students and faculty feel about student placement levels
 - c. keeping abreast of what other colleges are doing to address unforeseen issues that have arisen from, or are concomitant with, AB-705 implementation
 - d. staying informed of statewide guidance on AB-705 initiatives
7. Developing the ESL AB-705 pathway, including—centrally—assessing our new Guided Self Placement for English language learners and fine-tuning as necessary.
8. Communicating with relevant partners:
 - a. the Guided Pathways committee to ensure that pathways effectively include the new courses and curriculum (Non-Credit, 122L, stretch 122, ESL courses, etc.) created under AB-705 state guidelines.
 - b. the Learning Center and assessment teams to make sure that these incoming groups of students understand course selection and are able to begin their English/ESL education with the most effective course for their goals (Support, transfer, ESL, etc).
 - c. AB-705 math coordinators and CAEP workgroups to maintain consistency
9. Developing pathways (e.g., placement, community connections, curricular options) for students for whom transfer is not a (primary) goal, e.g.:
 - a. certificate-seeking students
 - b. adults who want to change career paths
 - c. current professionals who wish to acquire job training or additional skills
 - d. lifelong learners (e.g., non-credit classes)
10. Developing and offering a continued professional development on teaching English 122 and English 122L (5 unit, with support), along with both pre-transfer and transfer-level ESL classes, in the new placement landscape, focused on:
 - a. reading and writing curriculum and pedagogy in 122 and 122L
 - b. attending to students' affective domain

- c. shifting ideas of student capacity
 - d. integrating student support into the classroom: peer tutors, supplemental instructors, instructional assistants; connections across campus (e.g., student services, tutoring across the disciplines); etc.
 - e. support for ESL students at the Critical Thinking level who may now have had one less English language class
11. Researching and potentially helping to develop new English- and ESL-specific student support programs, e.g. (as mentioned above):
- a. peer tutoring;
 - b. supplemental instruction (SIs);
 - c. instructional assistants (IAs);
 - d. new support courses (e.g. late-start short-terms courses, perhaps a summer “bootcamp” course, etc.).

These ongoing AB-705-related projects continue to require a significant amount of coordination and time.

Connection to Dev. Ed. Strategic Plan

Our release-time proposal meets a number of goals listed in the Dev Ed Strategic plan.

- Dev Ed Strategic Plan’s **Goal #1**: *The college will foster excellence by integrating best practices in academic programs and student support services.*
 - Helping teachers implement new AB 705-related curriculum and integrating student support interventions that increase the likelihood students will complete transfer-level requirements
 - Ensuring that encouragement and support exist within the AB-705 placement landscape (e.g., Faculty Clinics, On-Call tutoring)
- The following sub goals as well:
 - A. *Increase the number of underprepared students who successfully complete courses at both the developmental and college level*
 - B. *Create a campus culture that supports, encourages, and provides help outside the classroom for underprepared students.*
 - D. *Increase the number of underprepared students who earn certificates and degrees and transfer to four-year institutions.*
 - E. *Increase equity in underprepared student success.*
 - These subgoals will happen indirectly, through continued AB-705 co-coordinator reassigned time will ensure that our efforts are well-organized, thoughtful, sustained, and reflective, which helps make us effective
- Additionally, **Goal 3B**: *Offer a professional development program that supports best practices and that develops the skills, knowledge, and abilities of our employees in terms of working with underprepared students.*
 - This will happen through COPs and a Best Practices workshop series for faculty

State the category most relevant to your proposal:

- Category A: Program and curriculum planning and development
- Category G: Coordination
- Category H: Research
- Category I: Professional development

Ways to measure the need (program review, survey, research data, etc.)

We hope the need for the various elements of the ongoing work is well-captured in the narrative above. Nearly every student on campus, no matter their goal, moves through English courses, and we offer 180-200 sections depending on whether it is fall or spring. ESL is a robust program which grows each year, offering 40-50 sections per semester, and serving an extremely diverse segment of DVC's population with various reading, writing, speaking, and listening language-learning goals and needs.

Connection to program review (if possible):

In our program review, we've focused on ways the English department supports the college's efforts to improve student success and equity, including our work to meet the requirements of AB 705. Having 50% reassigned time will allow us to satisfy the bill's requirements while continuing the work we are already doing. Our program review identifies the need for continual support of our programs:

- Section I B 1.2 and B 1.5 of IUPR: English department identifies the goal of supporting students in gaining basic skills and completing basic skills courses as well as the goal of targeted interventions in response to AB 705.
- Section I E 6 of IUPR: English department requests funding for professional development and a departmental retreat in response to curricular changes from AB 705 and MMAP.
- Section I E 10 of IUPR: English department requests reassigned time to address changes in connection with AB 705.
- Section III B1: The course success rate of the English department is stable at 75%. In order to address the changes required by AB 705 while keeping our success rate strong, we need faculty dedicated to coordinating the related projects.

Identified as a need by a department or college committee:

Because English faculty tend to be very involved in various college-wide projects to increase students' success (College Success Workshops, meeting the needs of food-insecure students, coordinating and contributing to learning communities such as FYE, Umoja, and Puente, coordinating veterans' services, facilitating tutoring and tutor training, working on the Guided Pathways initiative, piloting new assessment requirements, etc.), the department has agreed that we need designated coordinators to take the lead on managing changes around AB705.

Project Management

New or continuing BSI proposal? This is a continuing proposal.

Project timeline: We'd like to have 50% reassigned time continuing in Fall 2020 through Spring 2021. We will split this 50% position between two AB-705 point people, one for English and one for ESL. At this point, the plan is for two of the current English AB-705 coordinators to continue from the last funded proposal cycle for continuity.

Ongoing maintenance

The coordinators will reflect on and shift the processes and newly created programs, as needed.

Data and Outcomes

Outcomes	Measurement
Coordinating and facilitating all of the above goals	We will report back to the Dev Ed Committee each semester about how it's going. We will also report to the English Department at our monthly department meetings.

Budget Categories

Reassigned time

Total Cost: I'm not sure how to calculate .5 reassigned time (2 FT faculty at .25 each)

Longevity

This project will go through spring 2021. By that time, we hope that the department and campus have settled into the new reality of AB 705, and any future adjustments will be folded in with our normal activities and workload.

How might this project be institutionalized in the future?

Once things become finalized, stable, and part of a new institutional culture, the need for "high touch" coordinators like these in English and math should diminish and work can carry on as the "new normal."

AB705 Math Task Force V: Hours & Release Time

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

Position(s) at the college: Current Math AB705 Co-coordinator (Lang), and Math Chairperson (Needham)

Description of Project:

The institutional and departmental needs created by AB705 are well-documented over the past five semesters. The Math Department has worked consistently since Spring 2018 to ensure compliance, maximize student success, and implement continuous improvement in our AB705 efforts. We anticipate the following work to continue in the 2020-2021 Academic Year.

Through this proposal, we are asking for support in the 2020-2021 academic year for four areas of work:

1. **Department-wide Work**
2. **Supports for Math Support Courses Fall 2020 and Spring 2021**
3. **2020-2021 Coordination**
4. **Support for Summer 2020 Math Support Classes**

1. Department-wide work:

Development of co-requisite support courses for Math 124, 125, and/or 181, if department approved. The department may elect to change placement rules for one or more of these courses, in which case, a support course would not be required.

Budget: 25 hours per course x 3 courses (max) x \$60 per hour = \$4500

2. Supports for Math Support Courses, Fall 2020 and Spring 2021

The Math Department plans to continue using three main supports for our corequisite courses. Those include:

- 1) Communities of Practice: instructor groups that meet for 1.5 hours 8 times per semester. This project will include:
 - a) Four faculty organizers, one for each community of practice in 021 and 035; and two for 042/142. (16 hours per organizer per semester + 4 hours paid training.) Their duties will be:
 - Scheduling time and date of the meetings before the beginning of the semester
 - Setting the agenda for each meeting,
 - Leading a debrief of what is working and not working,
 - Discussing how to utilize embedded counselors and tutors
 - b) OAS pay for instructor participants

- 2) Embedded Tutors: students tutors who work with the students in-class for one hour each week of instruction. This project will include:
 - a) A two hour orientation for the student tutors on how the embedded tutoring program runs at DVC and the overall philosophy of embedded tutoring.
 - b) Student tutors attending the class meetings for 16 hours per semester (21 sections x 16 hours = 336 hours in Fall 20: estimate 672 hours total for all sections Fall and Spring).
 - c) Student tutors meeting with their instructor for 30 minutes each week to get instruction and guidance on the week's activities. Both instructor and student tutor are paid for this collaboration time.

- 3) Embedded Counselors: DVC counseling faculty who work with students in-class for one hour every other week of instruction. This project will include:
 - a) A member of the counseling faculty attending the class meetings for 8 hours per semester (21x8 = 168 hours (Fall 20): estimate 336 hours total, Fall and Spring combined, for all sections).
 - b) Math and Counseling faculty pairs collaborate for four hours throughout the semester to discuss coordinate delivery and collaborate about student needs. Both faculty members are paid for this collaboration time.

For ease and flexibility, we can calculate that the additional time for each math support course faculty member to participate in these supports is 24 hours per semester, paid hourly at the OAS rate.

Budget:

1. **Tutors: 24 hours per section, estimate 24x42 =1008 tutoring hours per year for student tutors @ \$13.50 /hr = \$13,608 (includes tutor consultation time with Math faculty)**
2. **Counseling Faculty: 12 hours per section, estimate 12x42 =504 counseling faculty hours per year @ \$60 /hr = \$ 30,420 (includes counselor collaboration time with Math faculty)**
3. **Math Faculty: 24 hours per section (12 consultation, 12 community of practice) for math faculty (estimate 42 sections per year) plus 160 hours per year C.O.P facilitation: estimate 1168 hours for all aspects of support for math faculty @ \$60/hr = \$70,080**

3. 2020 - 2021 Coordinator Work

The coordinator has 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.

The math department plans to implement a coordination structure for the 2020-2021 academic year as follows:

- 1) **A Support Course and Embedded Services Coordinator:** This position will coordinate the many aspects of math support courses currently offered, including organizing faculty meetings, embedded tutors and embedded counselors. In particular, the Support Course Coordinator will:
 - a. Coordinate the Communities of Practice for faculty teaching the support courses
 - i. Arrange for training and professional development for CoP Leads and instructors (*4 hours + 6 hours prep*)
 - ii. Maintain a "CoP Resources" module on the Math Department Canvas site. (*15 hours*)
 - b. Onboard, and ongoing, support the faculty new to teaching support courses, serving as liaison between instructors and department admin for time reporting.
 - i. Assist CoP Facilitators with initial coordination of biweekly CoP meetings and generate initial CoP meeting agendas. (*4 hours*)
 - ii. Train instructors on time tracking/reporting. (*2 hours + 2 hour prep*)
 - iii. Schedule and staff flex workshops for COP members (*4 hours*)
 - iv. Serve as point person for all questions from instructors throughout the semester regarding resources and logistics, time reporting, and other issues as they arise. (*12 hours*)
 - c. Coordinate the Embedded Supports (tutors, counselors) project, including
 - i. Updating the guidebook, feedback forms, student and faculty surveys (*10 hours*)
 - ii. Train tutors at the beginning of the semester with Math Faculty Coordinator (*2hours + 2 hours prep*)
 - iii. Train faculty at the beginning of the semester (*4 hours + 8 hours prep*)
 - iv. Facilitate the Large Group Meetings (*12 hours, includes prep*)
 - v. Contact support course instructors to schedule time slots for tutors and counselors and create template for assigning tutors and counselors (*6 hours*)

- vi. Serve as a point person for math faculty and student tutors participating in the project *(20 hours)*
- d. Work with the General AB705 Math 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.
- e. Prepare funding requests related to AB705. *(15 hours)*
- f. Other tasks, as they arise. *(30 hours)*

Note: all time estimates in this job description are subject to change and learning curves can be steep for faculty taking on this role. In addition, the challenges of facilitating these programs online (at least for Fall 2020) are significant and difficult to anticipate. As such, this coordination will require 50% reassigned time.

2) A General Math AB705 Coordinator who will:

- a. Continue to work with the 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). Attend SES meetings, when applicable. *(20 hours)*
 - ii. Participate in discussions and work outside of these meetings to further the projects addressed in meetings. *(25 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 and the Equity Institute (or work with Equity Institute participants to improve communications).
 - i. Attend the AB705 Evaluation Workgroup meetings. *(5 hours)*
 - ii. Participate in discussions and work outside of these meetings to further the strategies discussed in the workgroup. *(8 hours)*
 - iii. Continue to work with college and district personnel to acquire the data the department needs in order to make decisions about future course offerings, scheduling, etc. *(10 hours)*
 - iv. Organize and present data to the Math Department, and facilitate discussions to analyze this data. *(At least two 1.5 hour meetings in each semester + 2 hours prep per meeting = 7 hours)*

- v. Summarize and report the Math Department's data analysis to interested constituencies (AB705 workgroup, 3SP, Mega-Joint group, Academic Senate, etc). *(10 hours)*
- c. Facilitate Math Department discussions and decisions regarding placement rules and/or support courses for Math 124, 125, and 181. *(20 hours)*
- d. Maintain 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. *(20 hours)*
- e. Continue outreach to the 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.
- f. Lead the math department in determining goals and activities related to AB705. *(30 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.
- g. Work with the Math Lab Faculty Coordinator and the Math Department Chair to complete the Math Lab Rebranding project. *(15 hours)*
 - i. Work with Dean, Math Lab staff, and Buildings and Grounds to implement remaining aspects of the proposal.
- h. Prepare funding requests related to AB705. *(15 hours)*
- i. Other tasks, as they arise. *(30 hours)*

Note: all time estimates in this job description are subject to change and learning curves can be steep for faculty taking on this role. In addition, the challenges of facilitating these programs online (at least for Fall 2020) are significant and difficult to anticipate. As such, this coordination will require 50% reassigned time.

Total coordination budget: 100% reassigned time = \$90,000 + associated payroll costs.

4. Support for Summer 2020 Math Support Classes

During Summer 2020 there will be three (as currently scheduled) support classes offered in the online format. While the offering may be too small and diverse (three different classes) for a meaningful community of practice, we propose to provide embedded tutoring and counseling support with training for faculty and consultation between the Math instructor and the embedded tutor and

counselor. This will require training and troubleshooting from an hourly Summer Support Class Coordinator.

- 1) A Summer Support Class Coordinator who will
 - a) Onboard, and ongoing, support the faculty new to teaching support courses, serving as liaison between instructors and department admin for time reporting. (3 hours)
 - b) Serve as point person for all questions from instructors throughout the semester regarding resources and logistics, time reporting, and other issues as they arise. (2 hours)
 - c) Coordinate the Embedded Supports (tutors, counselors) project in Summer 2020,, including
 - i) training tutors at the beginning of the semester with Math Faculty Coordinator (2 hours)
 - ii) training faculty at the beginning of the semester (3 hours)
 - d) Contact support course instructors to schedule time slots for tutors and counselors and create template for assigning tutors and counselors (1 hour)
 - e) serve as a point person for math faculty and student tutors participating in the project (4 hours)
- 2) Embedded tutors and counselors at the same per-semester rate as in Fall and Spring; and instructor consultation time at the same per-semester rate as in Fall and Spring.

Budget: 10 hours OAS for Summer Support Class Coordinator @ \$60 per hour = \$600

3 sections of embedded tutoring @ 24 hours per section @ \$13.50 per hour = \$972

3 sections of embedding counselor @12 hours per section @ OAS \$60 per hour = \$2160

3 sections of math faculty consultation @ 12 hours per section, @ OAS \$60 per hour = \$2160

Total budget for Summer 2020: \$5892

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 four previous proposals submitted for previous semesters.

Project timeline: This proposal covers Fall 2020 and Spring 2021 and may be considered Phase 5 of at least 5 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: The coordinators will be able to report on to the Dev Ed Committee at the end of Fall 2020 and Spring 2021.

The Math Dean may organize occasional meetings for: 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 V for fall 2020-2021:

See individual areas for budgets for each aspect.

**Statistics Professional Development Coordinator and
Statway Program Lead Proposal for 2020-2021
May 6, 2020**

Name: John Read Vanderbilt, for the Math Department

Position/s at the college: Full-time instructor, Math Department, since 2008; Statway Program Lead, Fa18; Statway Program Lead and Statistics Professional Development Coordinator, Sp18-Sp20.

Contact information: rvanderbilt@DVC.edu, 2-2682, 415-902-7534 (cell)

Description of Project:

Statistics Professional Development Needs

DVC, like most two-year colleges in California, is now teaching more statistics than ever before under AB 705. AB 705 allow students to bypass the traditional developmental education sequence and go straight to a transfer level statistics class, often with corequisite support. Therefore many instructors are teaching statistics for the first time or increasing their focus on teaching statistics, which requires professional development and support.

In addition, the department continues to have to work hard to recruit new instructors to teach statistics. It's a very different subject than classical math courses, which can make the transition daunting for some potential instructors. Statistics professional development offerings, during flex week and the semester, can and should assist this effort.

Experience at two-year and four-year colleges nationwide shows that significant professional development is needed for good statistics teaching. Statistics is a very different field from basic math. At some four-year colleges, it is taught in a completely separate department. Statistics is top-down, analyzing often messy data to make sense of the world. Basic math builds on theoretical principles to construct knowledge, from the bottom up. Moreover, statistics is not required as part of most mathematics masters programs, so many of our instructors have little formal training. To support our instructors it's often helpful to provide guidance in curriculum materials, instructional approaches and classroom activities, to enable them to choose those that are best for them and their students.

Moreover, the field of statistics teaching is changing quickly. The American Statistical Association released an influential set of guidelines on assessment and instruction for statistical education in 2016, updating those published 11 years earlier. That and similar initiatives have promoted the use of best available technology in the classroom (computer or tablet-based data analysis), large real data sets, active learning, semester long projects and assessment tools that emphasize data analysis and drawing conclusions over calculations. Research shows that teaching statistics differently not only serves students better in their academics and lives, but also can lead to higher student success. But it can be a big lift, even for experienced statistics instructors.

The statistics community is also increasingly focusing on improving equity, addressing systematic racial and economic injustices, and lowering achievement gaps. There are scattered workshops and

presentations at conferences nationwide. It's helpful to have a coordinator promote those opportunities to our instructors and (when possible) attend the sessions and bring the knowledge back to others.

Experience at other community colleges indicates that long-term professional development initiatives and opportunities to communicate and support each other as colleagues are needed to facilitate such significant change. These needs are not addressed by our departmental committee system and are beyond our traditional professional duties. A statistics professional development coordinator position is needed to help facilitate outside workshops and intra-department discussions.

Statway Program Needs

The two-semester **Math 94-144 Statway Pathway** has been successfully taught at DVC for the past 7 years. DVC data shows that the two-semester Statway sequence achieves extraordinarily high success rates – 75-80% for the 2-semester sequence v 15-20% for the traditional 90-120-142 sequence). All students do much better than in traditional courses, but a 10-15% achievement gap has persisted for black and LatinX students. In terms of future success, the best available data, collected at San Jose State University, indicates that students who completed the Statway pathway have higher success rates in upper level courses that require statistics than matched students from the regular elementary statistics course.

Although enrollment for the 2 semester Statway Pathway under AB 705 has declined from three fall-spring cohorts to two, the sequence remains an important option for certain students – particularly those with learning disabilities, math anxiety, or lower math processing speeds. Over the 2 semesters students receive 6 contact hours per week for a total of 12. That's double what students will get with the 042/142 statistics corequisite option, and three times the classroom time of math 142. It sounds like a lot of time, but Statway instructors on our campus consistently find that all of the class time is needed to cover the material thoroughly to teach the statistics and implement the proven-by-research noncognitive interventions and study skills supplements built into the Statway curriculum.

There is now a second Statway option - instructors in our department can choose to use the one-semester **Statway College** curriculum in their Math 142 classes. This curriculum is available in the traditional face-to-face workbook format and a new online format that has been designed from the ground up to give students a collaborative, small group learning experience online. Two 142 sections piloted the material spring 2019, 14 sections used it fall 2019, two used it spring 2019, one plans to use it summer 2020, and 3 instructors (and counting) plan to use it fall 2020.

With the growth in sections there is also growth in staffing. Each semester we have had new instructors teach classes with Statway material. The Statway faculty program lead on our campus must arrange for training. Then, before and during new instructors' first semester or two teaching, significant support is required to help new instructors with the curriculum and its delivery.

Statway is offered under contract with a nonprofit called Carnegie Math Pathways (CMP). Although Statway College in our department is simply another "textbook" curriculum choice for Math 142 instructors, working with Carnegie and their materials presents challenges and tasks that textbooks from traditional publishers and open-source providers do not.

DVC must maintain an institutional contract with Carnegie, which requires an annual update and payment. The faculty program lead has been a key part of this process over the past 7 years. They have worked with Carnegie to figure out the options, analyzed the options based on our programs plan for

the following year, then worked with the administration to make the best choice and to get the contract executed.

Once under contract, each campus is required to name a Faculty Facilitator. The Faculty Facilitator is asked to attend monthly conference call meetings run by Carnegie. There they learn about updated materials, processes, data collection requirements, best practices, research on curriculum and student success and more. These meetings require some follow-up action and often communication with the Statway instructors. In addition to the monthly meetings, Carnegie regularly contacts the faculty facilitator's individually to collect information or aid in particular initiatives.

In terms of materials, Carnegie Math Pathways, unfortunately, is not as easy to work with as a traditional textbook publisher, newer publishers like Knewton or even open-source provider like OpenStax. (Some of this is due to the fact that Carnegie Math Pathways is a small nonprofit, and like many small nonprofits is perennially understaffed. The challenge may also be due to the particular people who run CMP.)

It likely would be difficult for our department's textbook committee to handle all of Statway's needs. CMP's ISBN releases for the following year are provided too late to fit the typical timeline for textbook requests. For example, this semester Carnegie didn't give ISBN's until well after the textbook committee had placed textbook orders. Moreover, Statway College is not the default textbook for math 142, requires extra communication with the bookstore. The ISBN and ordering process is different for the online version of Statway College, presenting additional complexity.

A related coordination task is providing counseling with a list of which 142 classes will be using Statway pedagogy. That information is not in the schedule or any other location that is easily accessible to the counselors, so we have an agreement with counseling to maintain an updated list and provide it to them regularly.

On the digital side, all Statway courses require the use of the online e-textbook and homework site. Unlike course sites provided by publishers and open-source providers, Carnegie does not set this up for instructors. Nor is it possible for individual instructors to do it themselves. Each campus' faculty facilitator must set up an instructor account for each instructor, a course template for each course offered, then assign instructors to particular courses to create their site. In addition, although Mobius works okay from the student perspective, from the instructor point of view it is not user-friendly and presents a steep learning curve for new instructors and occasional challenges for experienced ones as well. Although a Carnegie faculty mentor is available for one-on-one instruction, some of the Mobius support burden inevitably falls to the campus' faculty facilitator as well, particularly because they set up the sites initially.

Statway offerings also are regularly changing, and Carnegie relies on the Faculty Facilitators to keep abreast of new options and share them with their instructors. We have played a leadership role in implementing new curriculum such as Statway College (spring and fall 2019) and now the fully online Statway College (summer and fall 2020). This is benefited and should continue to benefit our students, because success rates are significantly higher than in other statistics classes. We would almost certainly not be in this position if there was no program lead piloting the materials, letting our instructors know about them, then supporting each instructor in their choice of curriculum materials.

In our experience as instructors, we often need something from Carnegie but don't know where to go. The faculty facilitator has played an important role as a liaison between our instructors and the Carnegie

math pathways staff. The faculty facilitator's knowledge of a rotating cast of Carnegie Math Pathways staffers is important. Also, we found that CMP staff often will not reply to messages from individual instructors, only the faculty facilitator. (Perhaps because they don't have the staffing to communicate with all instructors nationwide.) So faculty facilitator help appears to be necessary.

The Statway program lead also helps with departmental scheduling. Experience shows that staffing the 2 semester Statway Pathway courses presents additional communication and planning challenges that don't arise for other classes. We must communicate with other departments (such as early childhood education) to build a schedule that works best for our students, then find trained instructors who are willing to teach the Statway curriculum.

Communicating with our instructors about the preferred schedule for the next academic year, the 2 semester expectation and the need for training typically has been above and beyond the abilities and duties of the scheduling committee. It's also a bit of a tricky process, because it requires instructor buy-in. The practices that are essential to success on our campus and nationwide aren't necessarily required in our contracts, so it helps a lot to have someone work with possible new instructors to talk about the practices and benefits that have been crucial to our success with Statway.

Connection to Dev Ed Strategic Plan:

This proposal is most connected to Goal 1 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 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.

State the category most relevant to your proposal

- **Category A: Program and curriculum planning and development**
- Category C: Advisement and counseling services
- Category G: Coordination
- Category H: Research

Measuring the need:

Statway is an important part of our math department offerings. There is significant faculty demand for offering courses using Statway curriculum, in large part because faculty recognize the high student

success levels and the new confidence that students gain. With the implementation of AB 705, beginning fall 2019, coordination of our statistics, statistics corequisite and Statway pathway options will be needed, and we will need to respond to new student needs. As discussed above, using Statway materials unfortunately presents additional burdens on our instructors, department, and college that are not easily met with the math department's existing committee structures and other release time positions.

Project Management:

The Statway program lead and Statistics professional development coordinator position will be overseen by the Math Division Dean and other administrators, as appropriate. Regular reports will be given to administration and the department, in writing and at meetings. Flex activities will be offered during flex weeks and at other times, as appropriate.

Measurable Outcomes:

- Survey sent to department early fall 2020 regarding relevant needs and desires
- Statistics workshops of choice offered at DVC by expert outside presenters
- Continued work to eliminate the achievement gap for African-American and LatinX students in Statway and Statistics classes
- Intra-department workshops and meetings implemented, as desired by our instructors
- Student success rates maintained or improved in Statway courses
- The number of instructors choosing Statway College materials for spring and fall 2020

Budget:

Given the needs described above and additional demands which are likely to arise, each semester the Statistics Professional Development Coordinator and Statway Program Lead will work on:

- Survey statistics instructors and the department to get feedback on the previous semester's coordination and what they would like to see the next semester, and respond - 8 hours
- Organize three workshops per academic year, including presenter selection, budgeting, facility space, catering, inviting other instructors from the region and collecting payment from them (as appropriate), setup and breakdown. Approximately two workshops to discuss statistics teaching methods, and one geared towards instructors who have not yet taught statistics – 36 hours
- Attending those workshops, wrapping up and disseminating results – 36 hours
- Facilitating discussions and collaboration among statistics instructors separate from our math 142 corequisite communities of practice, as desired. This would include flex week activities, online asynchronous discussions, synchronous virtual meetings and in-person meetings. The goal is to build a community to discuss the teaching of statistics, overall. Something that we have not yet formally done as a department – 30 hours
- Handoff and training from the previous coordinator, if needed. And/or pass-off to the next coordinator, if there is one. – 12 hours
- Assist with data collection on Math 142 student success 2019-2020 (post-AB705) v pre-AB705, in courses with and without CoRequisite support. – 8 hours

- Continue to assist DVC instructors in providing Carnegie with the required course data. Collect Statway success data and distribute to the department - 6 hours
- Convening monthly meetings for Statway instructors to share their experiences, share best practices, plan, and support each other in teaching and organization. Supplemented with other forms of information sharing and communication, especially during fall 2020 when we're all online. – 8 hours
- Coordinate materials updates, place bookstore and printing orders (negotiating discounted markups and printing costs as possible), sharing materials with instructors, provide counseling with a list of instructors using Statway college, and answering related questions from instructors and others – 8 hours
- Support for Statway staffing and training, including recruiting instructors, communicating with possible new instructors, and arranging for training of new instructors – 8 hours
- Setting up new online courses for all instructors and provide them with instructions and course access support, as needed – 8 hours
- Communicate with and support our adult education institutions, particularly regarding Statway. It's an excellent offering for their student population, and was piloted at the Acalanes Adult Education center 2019-2020. – 8 hours
- Communications and coordination with our department regarding Statway activities and outcomes, serving as a liaison with other departments (including counseling), sharing Statway outcomes with other departments, and communications with campus-wide committees and administration – 6 hours
- Communications and coordination with the Division Dean and other administrators – 8 hours
- Construct a plan for future needs and apply for funding if needed – 12 hours

Total: 202 hours / (16 weeks * 12.62 hours per week) = **33.3% release time**

Developmental Education Committee Proposal: Umoja Think Tank

Name/s: Yvonne Canada-Clarke and Eric Handy

Position/s at the college: Umoja Co-Coordinator (Counselors)

Contact information: ycanada@dvc.edu

Description of project: Umoja Think Tank: A two-day intensive think tank where the Umoja Co-Coordinator can explore data and pursue the questions that arise during the school year; can diagram how the program might be improved; can revisit some earlier plans, hopes, and assumptions; and can create a detailed proposal to bring back to the coordination team and the Steering Committee in fall. We would use the data provided by the District, data from our in-house student surveys, and the research and best practices shared by the SEAP Committee. Additionally, since Yvonne Canada-Clarke will be rotating out and Lisa Smiley-Ratchford will be rotating in, this is a chance to bring the new co-coordinator up to speed.

Connection to DE Strategic Plan

Which of the 3 goals does this project address?

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

Which objective/s in that goal does the project address?

2A. Move the college towards increased evidence-based inquiry and decision-making about developmental education.

BSI compatibility:

Check the box below that reflects the BSI category most relevant to your proposal:

Category A: Program and curriculum planning and development

Ways to measure the need (program review, survey, research data, etc.)

The need is not based on data or surveys; it is evident to the coordinators, who are unable to do any deep-dive into data or plans during the regular school year.

Connection to program review (if possible):

We have included this in our Umoja budget request and in Umoja Program Review, asking to have this institutionalized.

Identified as a need by a department or college committee:

This is an Umoja request.

Project Management

New or continuing BSI proposal?	Continuing.
Project timeline:	SU 20
Ongoing maintenance:	N/A

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

Data/outcomes:

We create a Report/Action Plan at end of the two days. This is shared with the Dev Ed Committee, along with the Umoja stakeholders.

Budget

“Certificated Other” rate for two-three people (2 current co-coordinators + one incoming coordinator) for two 8 hour days. To be done in July or early August. Approximately \$1900 (2 ppl)-\$2850 (3 ppl).

Longevity

Ideally, the Think Tank will take place every summer.

How might this project be institutionalized in future?

We have put in a Program Review request to have it institutionalized in the regular Umoja budget.