

Dev Ed Proposal

Name/s: Rosa Armendariz

Position/s at the college: Dean, Student Engagement and Equity

Contact information: rarmendariz@dvc.edu 2-2233

Description of project:

Support the participation of DVC English and Math faculty to attend the California Acceleration Project workshops on February 9 and 10, 2018 at CCSF.

Workshops:

- Corequisite Remediation: The Most Powerful Way to Increase Completion and Equity Among Incoming Students
- Corequisite Remediation in English Workshop
- Corequisite Remediation in Math Workshop
- Statistics Workshop

Outcomes

- Participants develop a better understanding of AB 705 and how acceleration, corequisite remediation and other strategies can support implementation of AB 705 and student success.

Participants

1. Carter, Janylle Faculty - Mathematics
2. Jenny Freidenreich Faculty - Mathematics
3. Holly Kresch Faculty - Mathematics
4. Sam (Charles) Needham Faculty - Mathematics
5. Salvador Rico Faculty - Mathematics
6. Eric Freidenreich Faculty - Mathematics
7. Alan Haslam Faculty - English
8. Katy Agnost Faculty - English
9. Dorian Eidhin Faculty - English
10. Kelvyn Moran-Gillis Faculty - English
11. Ian Thomas-Bignami Faculty - English
12. Anthongy Gonzales Faculty - English
13. Heidi Goen-Salter Faculty - English
14. Lisa Orta Faculty - English
15. Asghary, Zahra Faculty - Math

Evaluation

- Participants will report back next steps after workshops.

Budget

- Registration Fee = \$25 / participant x 15 = \$375
- Travel costs (BART or mileage) = \$25 / participant (estimate) x 15 = \$375

Total = \$750

ATTACHMENT A: INTEGRATED PLAN 2017-19 PROGRAM ACTIVITY LIST – January 31, 2018

| Section 3 | | | | |
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| GOALS | PROGRAM ACTIVITY LIST | | | Goal Area |
| | SSSP | Student Equity | BSI | |
| <p>G1: Increase the percentage of students that complete the placement process within their first year.</p> | <p>A.S1 Refine and expand the Multiple Measures online tool to make it widely available to all students; automate upload process to Colleague to ensure timely access to scores and registration</p> <p>A.S2 Expand Rev Your Reg Workshops and ensure students plan and register for recommended courses; explore having counselors participate in these workshops</p> <p>A.S3 Continue follow up phone calls – student ambassadors</p> <p>A.S4 Provide online orientation for all new students and returning students returning after an absence of three or more years</p> <p>A.S5 Explore and implement technology tools to aide in communication, development and support of students and their success</p> | <p>A.E1 Develop research agenda that investigates barriers that keep students that keep students from taking the placement test and complete the recommended English/Math course within first year</p> <p>A.E2 Develop research agenda on most effective methods to move students to 13+ units in their first year of college</p> <p>A.E3 Continue to provide funding/support for First Year Experience</p> <p>A.E3a DVC Welcome Day</p> <p>A.E3b Link Courses</p> <p>A.E3c Mentoring</p> <p>A.E3d Summer Bridge</p> <p>A.E4 Develop longitudinal research on the impact of Multiple Measures placement on student success in English and Math</p> | <p>A.B1 Support research into the impact of multiple measure assessment on the designation of Basic Skills students at DVC</p> <p>A.B2 Develop a noncredit assessment prep workshop based on the summer 2017 pilot Fast Track (Math assessment prep)</p> <p>A.B3 Support the development and design of dual enrollment opportunities that involve placement of Dev. Ed. students (College Now and CollegeConnect)</p> | <p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate</p> <p><input type="checkbox"/> Other:</p> |

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| <p>G2: Increase the percentage of students who successfully complete the pre-college level math course in which they are placed within their first year.</p> | <p>A.S1 Refine and expand the Multiple Measures online tool to make it widely available to all students; automate upload process to Colleague to ensure proper placement</p> <p>A.S2 Partner with the Tutor Advisory Committee to explore opportunities to improve and expand tutoring; explore peer tutoring</p> <p>A.S3 Enhance and establish a sustainable infrastructure of the College success workshops</p> <p>A.S4 Explore development of counseling workshops and other workshops for students that do not attend Counseling-095 (Ed Planning)</p> <p>A.S5 Continue to expand and improve Viking SEA Day in order to ensure students complete orientation, assessment and ed planning; appropriate placement and timely registration into math</p> <p>A.S6 Continue Starfish (retention tool) pilot and expand to include more faculty</p> | <p>A.E1 Continued funding/support for additional Accelerated math courses such as Statway</p> <p>A.E2 Support Multiple Measures expansion</p> <p>A.E3 Continued funding/support of First Year Experience</p> <p>A.E4 Develop research agenda that investigates barriers that keep disproportionately impacted groups from completing pre-college level Math</p> <p>A.E5 Develop research agenda on most effective methods to move students to 13+ units in their first year of college</p> | <p>A.B1 Support professional development activities for full time and adjunct faculty and attendance of conferences for mathematics instructors</p> <p>A.B2 Design and implement training and collaboration for instructors who teach Math85 → Math 119 the “accelerated algebra” sequence.</p> <p>A.B3 Develop non-credit courses to stimulate interest in math, while increasing students’ ability to engage in productive struggle, develop time management skills, and develop a growth mindset.</p> <p>A.B4 Create instructional videos for developmental education math classes.</p> <p>A.B5 Map out pathways through math, based on student major or career interests.</p> <p>A.B6 Inform math teachers about math pathway options through professional development activities so instructors might better assist students based on student career goals.</p> | <p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate</p> <p><input type="checkbox"/> Other:</p> |
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| | <p>A.S7 Explore and implement technology tools to aide in communication, development and support of students and their success</p> | | <p>A.B7 Support the development of a math department website that is accurate and helpful to students to navigate math courses, math assessment, math pathways, prerequisites, instructor’s office location, office hours, email, and other helpful information.</p> <p>A.B8 Expand tutoring options for developmental education specific math students by either extending Math Lab hours to the weekend or expanding math lab group tutoring or providing online tutoring to enhance schedule flexibility. Also provide tutoring services to online classes.</p> <p>A.B9 Facilitate and support the creation of student Canvas orientation Badges for basic skills and developmental level students using Canvas (LMS).</p> <p>A.B10 Facilitate and support the creation of instructor Canvas orientation Postcards for using Canvas (LMS) in ways that help Canvas be more accessible to basic skills and developmental level students.</p> <p>A.B11 Collaborate with FYE to establish and support curriculum of College Success Workshops that</p> | |
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| | | | <p>address topics relevant to math and study skills</p> <p>A.B12 Partner with Math on articulation activities with feeder high schools.</p> <p>A.B13 Explore acceleration options for Developmental Education math that support student needs and success.</p> <p>A.B14 Create bi-directional pathways with Adult Education. Create awareness for what is offered at local Adult Ed facilities, partnering with Adult Ed programs, and aligning course curriculum for transition to community college from adult education.</p> | |
| <p>G3: Increase the percentage of students placed at the pre-college level who successfully complete a pre-college level ESL/English course within their first year.</p> | <p>A.S1 Refine and expand the Multiple Measures online tool to make it widely available to all students; automate upload process to Colleague to ensure timely access to ensure proper placement</p> <p>A.S2 Partner with the Tutor Advisory Committee to explore opportunities to improve and expand tutoring; explore peer tutoring</p> | <p>A.E1 Develop research agenda that investigates barriers that keep disproportionately impacted groups from completing pre-college level English within first year.</p> <p>A.E2 Support Multiple Measures expansion</p> <p>A.E3 Continue to support/fund First Year Experience</p> | <p>A.B1 Support professional development activities and attendance of conferences for full time and adjunct English instructors</p> <p>A.B2 Design and implement training and collaboration for full time and adjunct instructors who teach pre-transfer ESL and English courses (including accelerated strands)</p> <p>A.B3 Support Professional Development efforts to train</p> | <p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate</p> <p><input type="checkbox"/> Other:</p> |

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| | <p>A.S3 Enhance and establish a sustainable infrastructure for the College success workshops</p> <p>A.S4 Explore development of counseling workshops and other workshops for students that do not attend Counseling-095 (Ed Planning)</p> <p>A.S5 Continue to expand and improve Viking SEA Day in order to ensure students complete orientation, assessment and ed planning; appropriate placement and timely registration into English</p> <p>A.S6 Continue Starfish (retention tool) pilot and expand to include more faculty</p> <p>A.S7 Explore and implement technology tools to aide in communication, development and support of students and their success</p> | <p>A.E4 Continue development and support for learning communities:</p> <p>A.E4a Puente Program</p> <p>A.E4b Umoja Program</p> <p>A.E4c Link Courses</p> <p>A.E5 Continue support/funding for Accelerated English</p> <p>A.E6 Develop research agenda on most effective methods to move students to 13+ units in their first year of college</p> | <p>Supplemental Instructors to be effective in the classroom and lab sessions for ESL and English courses</p> <p>A.B4 Map out pathways through English based on student major or career interests.</p> <p>A.B5 Inform English teachers about pathway options through professional development activities so instructors might better assist students through the sequence of course offerings.</p> <p>A.B6 Support the development of an English department website that is accurate and helpful to students to navigate the English sequence of courses, pathways, prerequisites, instructor’s office location, office hours, email, and other helpful information</p> <p>A.B7 Facilitate and support the design and implementation of a library collection that targets and serves ESL students.</p> <p>A.B8 Partner with the English Department on the biennial Articulation Conference with feeder high schools.</p> | |
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| | | | <p>A.B9 Facilitate and support the creation of student Canvas orientation Badges for basic skills and developmental level students using Canvas (LMS).</p> <p>A.B10 Facilitate and support the creation of instructor Canvas orientation Postcards for using Canvas (LMS) in ways that help Canvas be more accessible to basic skills and developmental level students.</p> <p>A.B11 Collaborate with FYE to establish and support curriculum of College Success Workshops that address topics relevant to math and study skills</p> | |
| <p>G4: Improve success rates in degree attainment, certificate attainment and transfer.</p> | <p>A.S1 Enhance and develop a sustainable infrastructure for college success workshops</p> <p>A.S2 Ensure students have access to counselors through a variety of means (appointments, workshops, drop-in, etc); expand adoption and use of online Student Planning Tool; provide instruction on evaluation and ‘What if’ options with the Tool</p> <p>A.S3 Maintain accurate degree audit system; post transfer coursework from other institutions in a timely manner; ensure students</p> | <p>A.E1 Provide continued funding/support and expansion of Statway</p> <p>A.E2 Provide funding and expansion STEM support programs: A.E2a MESA A.E2b STEM Promise for Women and Women of Color</p> <p>A.E3 Continued Support for Athletics Success Program</p> | <p>A.B1 Facilitate and support the development and implementation of a DRWAC (Developmental Reading and Writing Across the Curriculum) Canvas site and workshop series for faculty.</p> <p>A.B2 Support coordination and design of AEBG student transition into DVC</p> | <p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate</p> <p><input type="checkbox"/> Other:</p> |

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| | <p>are able to track progress throughout their time at DVC; provide clear progress toward degree/certificate goals</p> <p>A.S4 Partner with the Tutor Advisory Committee to explore opportunities to improve and expand tutoring; explore peer tutoring</p> <p>A.S5 Enhance and expand transfer workshops</p> <p>A.S6 Increase counseling capacity through Box2A and adjunct hiring</p> <p>A.S7 Develop process to identify and notify students close to completing a degree or certificate</p> <p>A.S8 Ensure students on academic/progress probation have access to the online Student Success Workshop; probation/dismissal students receive communication and follow up regularly</p> <p>A.S9 Continue to provide undecided students with opportunities for career exploration, major exploration</p> <p>A.S10 Explore and implement technology tools to aide in</p> | <p>A.E4 Develop research agenda that investigates completion/transfer barriers for underrepresented student populations</p> <p>A.E5 Develop Transfer Completion Project</p> <p>A.E6 Develop research agenda on most effective methods to move students to 13+ units in their first year of college</p> <p>A.E7 Development of the DVC Promise Program</p> <p>A.E7a College Now and Social Justice Studies Pathway</p> <p>A.E7b Stemovation Pathways with feeder high schools and STEM for Women and Women of Color</p> <p>A.E7c Prison to Education Pipeline for previously and recently incarcerated juvenile and adults</p> <p>A.E7d Support development of the Take One On Us campaign</p> | | |
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| | communication, development and support of students and their success | | | |
| <p>G5: Develop the campus community's capacity around student centered approaches and practices by:</p> <ul style="list-style-type: none"> • G5a: Providing professional development support and activities in areas such as: cultural competency, student inclusiveness, and critical empathy. • G5b: Supporting the design, development, carry-out of campus based research and analysis of the research results. • G5c: Providing Innovation Resources for | <p>A.S1 Provide training for the Starfish Retention tool</p> <p>A.S2 Develop professional development opportunities focused on supporting student success with particular focus on at risk groups:</p> <ul style="list-style-type: none"> • Basic skills • Undecided • Probation/Dismissal <p>A.S3 Develop capacity of research and evaluation focused on the following:</p> <p>A.S3a Develop PD series on understanding data- data based decision making</p> <p>A.S3b Texi algorithm</p> <p>A.S3c Develop campus wide evaluation process/ tool (e.g. Program Review)</p> <p>A.S3d Develop and Coordinate Equity intervention efforts and development of research with 4CD, CCC, LMC</p> | <p>A.E1 Develop Professional Development Opportunities focused on the following:</p> <p>A.E1a Continue funding/ delivering Equity speaker series</p> <p>A.E1b Develop PD around Student centered strategies in the classroom</p> <p>A.E1c Develop PD series on developing Cultural Competency and Empathy</p> <p>A.E1d Develop bridge between Equity PD topics and DVC Nexus Program</p> <p>A.E1e Student focus training</p> <p>A.E1f Faculty Student Equity Hour (at \$252,000 which is approx.17% of total equity allocation)</p> <p>A.E2 Develop capacity of research and evaluation focused on the following:</p> | <p>A.B1 Share data and best practices presented at Math and English professional development activities</p> <p>A.B2 Support professional development opportunities focused on student centered learning</p> <p>A.B3 Support research about the effects of student costs, transportation, and additional factors that may affect student success in college.</p> <p>A.B4 Support research based intervention strategies to improve retention and persistence</p> <p>A.B5 Research retention and success of students in 2-semester accelerated sequence Math85 →Math119 and its success versus the 3-semester sequence Math75 →Math90 →Math120.</p> <p>A.B6 Collect and analyze retention and success data of students who complete English 117A and 117 (accelerated pre-transfer courses)</p> | <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate <input type="checkbox"/> Other: |

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| <p>College Community</p> | <p>A.S3e Human Resources capacity for Planning and Research to track and evaluate integrated plan goals/outcomes (includes DVC and District personnel)</p> <p>A.S3f Investigate/assess DVC's capacity to conduct research on Integrated Plan goals</p> <p>A.S3g Develop research on the efficacy of accelerated courses</p> <p>A.S4 Develop Opportunities for innovation through mini proposal and grant funding (approx. 5% of total equity allocation)</p> <p>A.S4a Recommend and develop single, campus wide resource allocation process/ tool for 3SP & Equity</p> | <p>A.E2a Develop PD series on understanding data-based decision making</p> <p>A.E2b Texi algorithm</p> <p>A.E2c Develop campus wide evaluation process/ tool (e.g. Program Review)</p> <p>A.E2d Develop and Coordinate Equity intervention efforts and development of research with 4CD, CCC, LMC</p> <p>A.E2e Human Resources capacity for Planning and Research to track and evaluate integrated plan goals/outcomes (includes DVC and District personnel)</p> <p>A.E2f Investigate/assess DVC's capacity to conduct research on Integrated Plan goals</p> <p>A.E2g Develop research on the efficacy of accelerated courses</p> <p>A.E3 Develop Opportunities for innovation through mini proposal and grant funding (approx. 5% of total equity allocation)</p> | | |
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| | | A.E3a Recommend the develop single, campus wide resource allocation process/ tool for 3SP & Equity | | |
| | Sub-Total: \$3,726,817 | Sub-Total: \$1,473,850 | Sub-Total: \$414,366 | |
| TOTAL | \$5,615,033 | | | |