

Integrated Plan Joint Planning Meeting

February 5, 2018 – Notes

Participants: Mark Akiyama, Stephanie Alves, Rosa Armendáriz, Rayshell Clapper, Raine Dougan, Angie Galindo, Connie Konsavage, Holly Kresch, Kelvyn Moran, Sonja Nilsen, Newin Orante, Despina Prapavessi, Emily Stone, Kenyetta Tribble, Cathy Walton-Woodson

Identifying Goals for Spring 2018

THEME	Dev Ed	3SP	Student Equity
Acceleration/FYE			
			G3 Activities: <ul style="list-style-type: none"> • FYE (A.E1/A.E3) • Acceleration (A.E5) • Research (A.E6) Who: Dev Ed, English, Counseling, SEC, Tutoring, DO Timeline: Spring 2018
			G2.AE1, A.E3 Activities: <ul style="list-style-type: none"> • Math – Statway (A.E1) • FYE (A.E3) Who: <ul style="list-style-type: none"> • Math Department, Counseling, Tutoring, SEC, DO, Dean of Engagement & Equity
Professional Development			
	G5, G1.A.B1, G2.A.B1 <ul style="list-style-type: none"> • Professional development for full- and part-time faculty on teaching strategies for basic skills and dev ed students. • Support PD for faculty to increase the % of students who successfully complete dev ed math and English G3.A.B3		

	<ul style="list-style-type: none"> • Provide PD for SI instructors and SI assistants 		
Expansion of Tutoring/Supports			
	<p>G3.A.B3, G2.A.B8</p> <ul style="list-style-type: none"> • Explore expansion of tutoring and SI support, counseling partnerships • Consider expansion of 3SP funded SI pilot with English 117/117A (PACE) <p>Who: Kelvyn, Dorian and Heidi are involved</p> <p>G1.A.B2, G2.A.B3</p> <p>Activity:</p> <ul style="list-style-type: none"> • Explore non-credit Fast Track options for the summer (link to AEBG work and the FYE Summer Bridge) based on success <p>Who: Jenny F, AEBG, Dev Ed, Deans</p> <p>Timeline: Spring 2018</p> <p>Resources: Research</p>	<p>G2.A.S2</p> <ul style="list-style-type: none"> • Expansion of Tutoring in English/Math, Chem <p>Who:</p> <ul style="list-style-type: none"> • Tutoring Advisory Committee, IT, Connections with Basic Skills <p>Resources:</p> <ul style="list-style-type: none"> • Funding for tutor training and actual funding • Scheduling <p>Timeline:</p> <ul style="list-style-type: none"> • Mid-spring to summer • Implementation Fall 2018 	
Technology			
		<p>G2.A.S6</p> <p>Starfish – expand with more faculty participation</p> <p>Get feedback:</p> <ul style="list-style-type: none"> • Counseling • Faculty • IT • Research • EOPS/DSS/Athletics • Learning Communities <p>Resources:</p> <ul style="list-style-type: none"> • IT • Training – Staff Development • Research to see if interventions are working <p>Timeline:</p>	<p>G4.A.E5</p> <p>Activities:</p> <p>Who:</p> <ul style="list-style-type: none"> • Counseling, Dean of Engagement & Equity, FA, Career/Transfer <p>Timeline:</p> <ul style="list-style-type: none"> • Spring 2018

		Ongoing	
Research/Inquiry			
	<p>G2.A.B1, G5a.A.B1, B2, B3, B4</p> <ul style="list-style-type: none"> • Fund research for basic skills/dev ed students – What happens to students who are not placed in English 122 and transferrable math through multiple measures? • Communication/report out of research findings (IP, Math and English Departments, Counseling, Web???) <p>Who: Kenyetta and Heidi interested</p> <p>Need to define the steps to take with this project....</p>		<p>G1. Activities:</p> <ul style="list-style-type: none"> • Research (A.E1, A.E2, A.E4) • FYE (A.E3) <p>WHO:</p> <ul style="list-style-type: none"> • DO, SEC, Laurie, 3SP/Dev Ed/Equity, Dean of Eng & Equity, VPSS, VPI <p>Timeline: Spring 2018</p> <p>G5.A.E2e Activity:</p> <ul style="list-style-type: none"> • Build Research HR capacity (A.E2e) <p>Who:</p> <ul style="list-style-type: none"> • Lema, DO, SEC <p>Timeline: Spring 2018</p> <p>Resources:</p> <p>G5 Activity:</p> <ul style="list-style-type: none"> • Planning <p>Who:</p> <ul style="list-style-type: none"> • Lema, DO, SEC, 3SP, Dev Ed <p>Timeline: Spring 2018</p>
Counseling			
	<p>G1.A.B1, G3.A.B8</p> <ul style="list-style-type: none"> • Recommend an English Counselor Liaison to support multiple measures • Expand English Articulation Conference to SRC (Also PD) <p>Who:</p>		

	<ul style="list-style-type: none"> English Department, Counseling Department, DSS respective deans <p>Pilot: Spring 2018</p> <ul style="list-style-type: none"> Resources: Reassigned time <p>Note: Maria is the ESL Liaison. Document the roles and responsibilities to expand.</p>		
Multiple Measures			
		<p>G1.A.S1</p> <p>Activities:</p> <ul style="list-style-type: none"> Expanding Automating <p>Who:</p> <ul style="list-style-type: none"> Assessment, IT, A&R, Outreach, English and Math, Counseling <p>Timeline: End of Feb. – mid March</p> <p>Resources:</p> <ul style="list-style-type: none"> Staff time Research 	
GP Communication & Connections			
	<p>It was noted that communication is key. Additionally, our teams need to be cross-functional and inclusive to function well.</p>	<p>Actions:</p> <ul style="list-style-type: none"> Create new email distribution list for all three IP committees (Dev Ed, 3Sp, and Equity) to better communicate about shared topics. Add: Inquiry, Planning, and Implementation stages to our activities. Connect to EMP student stages (Connect, Entry, Through and Out) 	

Next Steps:

- March 6, 2018** from 3 – 5 PM: expanded meeting with AEBG and Strong Workforce
- April 19, 2018** from 2 – 3:30 PM: joint meeting

Dev Ed Proposal Template

Name/s: David Hagerty

Position/s at the college: Manager of Disability Support Services

Contact information: dhagerty@dvc.edu, x22176

Description of project (give a word count):

This is a pilot program imbedding student assistants into select sections of basic skills and developmental education courses in math and English. While available to help all students in a given course section, the aides will focus on students with disabilities and others with high-needs.

Methods

- Instructors in English and math would volunteer to participate
- They would select their own assistants from former and current (more advanced) students
- Students would work approximately 4 hours per week, assisting with in-class assignments (such as math problem sets, essays, reading comprehension); they could also meet with instructors outside class :30 per week to plan and receive training on future assignments; they would not be used for grading or other out of class work, nor for work that did not involve direct student contact
- Assistants would be trained and monitored by participating faculty from English, math, and the DSS manager

Outcomes

- Better student success in basic skills courses (higher passage rate)
- Better student retention in basic skills courses (higher completion rate)

Evaluation

- At the end of the term, a survey of participating instructors would evaluate the program, including their recommendations for its continuation, modification, expansion, or termination
- Likewise, student surveys could assess the program's effectiveness

Budget

- Pay would be minimum wage \$10.50/hour for student help classification
- Estimated cost for 10 sections at \$750 each (based on 3- or 4-unit courses, 72 hours/semester including 9 hours of prep and 2 hours of training)
- Funding reserved for adjunct instructors to meet with tutors as needed \$5,000 (for 2-3 sections)
- Total budget would be \$12,500 in the first semester pilot phase (assuming 10 instructors total)

Connection to Dev. Ed. Strategic Plan (provide link – don't have it yet)

In what way does your proposal address the goals and objectives of the Developmental Ed Strategic Plan?

This project addresses two of the five goals listed in the 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program:

- G2: Increase the percentage of students who successfully complete the pre-college level Math course in which they are placed within their first year.
- G3: Increase the percentage of students, placed at the pre-college level, who successfully complete a pre-college level ESL/English course within the first year.

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

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

State the category most relevant to your proposal:

- Category 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:

In DVC's 2015-16 Equity Plan, on average 58 percent of students advanced from basic skills to degree-applicable English courses, and 39 percent did so in math courses. The rates in both subject areas were at least 7 percent below average for two groups: African Americans and former foster youth.

Project Management

New Dev. Ed. proposal

Project timeline: Pilot the program in Fall 2018

Ongoing maintenance

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

Data and outcomes - Ways to assess measurable outcomes

The project would be evaluated at the midway point and conclusion of the Fall semester through surveys of participating faculty and students enrolled in the courses.

Budget

Categories/Longevity

Extending beyond current academic year?

How might this project be institutionalized in the future?

If the project proves successful, it could be continued and expanded into more sections of English and math courses in future semesters.

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, Jamylle 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**