

Reading and Writing Across the Curriculum (RWAC) Program Coordinator

Job Description

(Search Timeline: posted 11/01, application deadline 11/16, filled 12/03)

Description:

A Reading and Writing Across the Curriculum (RWAC) Program Coordinator will provide needed assistance to faculty in all disciplines who seek to promote active learning and student engagement through reading and writing in their courses. Research shows that students learn best when they are actively engaged with the material they are learning. Reading and writing are some of the best ways to create that active engagement. Encouraging faculty to build reading and writing and supports and guidance for reading and writing into their discipline-specific courses also addresses equity gaps. With the Fall 2019 implementation of AB705, our discipline courses will need to change to support student success for students who, because they now place directly into transfer-level English and math, may be less confident or proficient in college-level reading, writing, and study skills. Increasing student success is the strategic directive of the college, and the RWAC Program Coordinator will support student success by providing instructors with resources and training to better serve students.

Goals for the RWAC Program Coordinator:

The DVC RWAC Program Coordinator will:

- provide cross-disciplinary resources for instructor use and recommend embedded support strategies for students within transfer-level courses to increase the number of students completing courses successfully at the college level.
- provide access to research on innovative and best practices through a Canvas module attached to the Professional Development Canvas site, accessible to all DVC faculty and updated to reflect current research in effective practices, strategy sharing, and promising innovations.
- provide an easily accessible point of contact for resources, strategies, and training materials dedicated to the success of developmental students. The workshops developed as part of the project would also provide regular training opportunities for faculty.
- conduct research, keep and inventory of resources, and stay up-to-date on statewide resources (Reading Across the Curriculum, initiative, among others)

Minimum Qualifications:

The minimum qualifications specified for one of the disciplines taught at Diablo Valley College.

Desirable Qualifications:

- Familiarity with RWAC (formerly DRWAC) programs and principles
- Commitment to working with faculty, departments, and divisions to implement RWAC and support student success
- Demonstrated project management experience
- Experience facilitating groups and conducting professional development activities
- Creativity and eagerness to work with an innovative team and on the development of new programs
- Knowledge and experience implementing instructional and intervention strategies that support first-generation college students and community college students of diverse ethnic backgrounds, cultures, preparation, learning styles, and/or disabilities.

Compensation:

0.25 reassigned time S19, continuing at 0.25 F19-S20 for one instructor to serve as RWAC program coordinator (will vary depending on the instructor's salary).

Duration:

S2019, continuing responsibilities F2019 to S2020.

Duties and Responsibilities:

- Develop, implement, assess, and report on a comprehensive RWAC plan for the 2019-2020 AY
- Engage in outreach to faculty, departments, and divisions (Applied and Fine Art; Biological and Health Science, Business; Counseling; Kinesiology, Athletics, and Dance; Library and Learning Resources; Mathematics and Computer Science; Physical Science and Engineering; and Social Science) to identify and address RWAC related needs
- Research other RWAC programs and bring best practices to DVC
- Develop and organize RWAC workshops (beginning S2019)
- Develop and organize RWAC conference F2019 or S2020
- Create and maintain RWAC resource module in Canvas (through Professional Development)
- Coordinate with the Tutoring Advisory Committee on the use of specific interventions for students, including using Embedded Tutoring and Supplemental Instruction to meet RWAC related needs
- Work closely with Guided Pathways design teams to address RWAC-related needs in the meta-majors and to position RWAC as a key student support service.

Dev Ed Proposal

Name/s: Khrystyn Pamintaun, Raine Dougan, **Lindsey Lang**, James Wilson, Megan Hansen, Dorian Eidhin

Position/s at the college: AB 705 liaisons for Counseling; AB 705 coordinators for math and English

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Description of project (give a word count):

We are requesting funding for a three-hour, on-campus retreat for counseling faculty, and English and math AB 705 leads, including food and pay for all who attend. The purposes of the retreat are to:

- Strengthen all participants' understanding of the legislation's requirements and implications;
- Collaborate on counseling, English, and math departments' messaging to students;
- Brainstorm and draft a joint plan for guiding students in the new AB705 environment;
- Explore advising options in light of the changing landscape and with respect to specific student needs.

Connection to Dev. Ed. Strategic Plan

This retreat will address goal one of the Dev-Ed Strategic Plan: The college will foster excellence by integrating best practices in academic programs and student support.

The retreat specifically addresses the following objectives:

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

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

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

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

State the category most relevant to your proposal:

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

The categories most relevant to our proposal are: I. Professional Development and C. Advisement and counseling services.

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

Connection to program review (if possible):

Counseling, English, and math are central to all AB 705 efforts. In order to best support students as they move into our college and through transfer-level courses, counseling, math, and English must have a shared understanding of both the legislation’s requirements and our departments’ responses to it. The retreat gives us time and space to come to such a shared understanding.

Identified as a need by a department or college committee:

AB 705 leads in counseling, English and math have all expressed a need for time to plan; given the difficulties of carving out time during the regular work week, we think a retreat is the best option.

Project Management

New or continuing Dev. Ed. proposal? This is a new proposal

Project timeline:

The retreat will be scheduled for a Monday-Thursday late afternoon (3:30-6:30) or Friday morning (9-noon) in early December.

Ongoing maintenance

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

Data and outcomes - Ways to assess measurable outcomes

Outcomes	Measurement
<p>At the three-hour retreat, the counseling, English, and math departments will contribute to the effort to increase under-prepared students’ success and maximize the effectiveness of the assessment and placement processes to better serve underprepared students.</p> <p>Specifically, we will:</p> <ul style="list-style-type: none"> • Review the basic requirements of AB 705 as well as the data supporting it; • Discuss the impact the bill will have on placement and course scheduling; • Review and discuss new English and math pathways developed in response to the legislation; • Brainstorm and draft a joint plan for guiding students in the new AB705 environment; • Explore advising options in light of the changing landscape and with respect to specific student needs; • Establish further professional-development needs. 	<ul style="list-style-type: none"> • Number of participants; • Exit survey (to assess participants’ understanding of the legislation and its impact on counseling, English, and math); • Draft of communication and guidance plan; • Implementation of communication and guidance plan, starting in Fall, 2019.

Budget Categories

Budget:

- \$480 - 600 for lunch: \$12/lunch x (approximately) 25 participants: \$300-\$360
- \$50 for supplies
- 3 hours paid time payment based on the appropriate rate of pay for this kind of activity, for each participant.
 - We project the participation of the following:
 - Five English faculty (AB 705 leads and workgroup members);
 - Eight math faculty (the AB 705 lead and other in the department who support the lead's efforts);
 - Between 12 and 17 member of the counseling department (the AB 705 liaisons to math and English and others who choose to attend).
 - The resulting budget projections are:
 - \$60 x 25 faculty x 3 hours = \$4,500 (low estimate)
 - \$60 x 30 faculty x 3 hours = \$5,400 (high estimate)
- Total: \$4,850 - \$5,810

Longevity: This is a one-time event.