

SCFF-metric Funded Projects

Fall 2020 Progress report (due December 18, 2020)

Your Name *

Michael Peterson

Project Title *

Inreach to Improve Math Momentum

1) Please estimate how far along your project is toward goal, i.e. % of completion. *

40%

2) What results are you seeing up to and through the fall 2020 term? *

We are getting valuable information about factors that are affecting student retention in our math classes, such as AB 705 and the pandemic. Students also appreciate hearing from us, knowing that we care about them and want to give them a space to share their feedback. Faculty have benefited from meeting with each other to share ideas about addressing equity and retention in the mathematics classroom.

2a. Please provide any data on outcomes based on your funded efforts to date. *

We have no updated data on the call campaign since the presentation to ESSC in September. In January, we will be able to see how many students from January's call campaign will enroll next semester and I will share this data in the March quarterly update.

A survey was conducted among 14 faculty participating in the fall's community of practice. They were organized by transfer-level math courses, with instructors covering strategies to encourage retention and best practices while teaching online. 71.4% of instructors believe that their participation helped them learn or develop strategies to encourage deeper interaction with students. 78.6% report learning about barriers that students face when trying to reach their academic goals. 85.7% developed course materials that facilitate active learning. 64.3% believe their participation helped them encourage retention in their class.

3) What results do you expect to see by the end of spring 2021 term? *

We expect to see an increase in student retention as faculty become more accustomed to the online learning format. The communities of practice will be working on Canvas shells that instructors can use in future classes - these shells will include interactive projects designed to support equity and retention.

4) What has been your biggest achievement so far? *

It has definitely felt like our biggest achievement that we are already starting to see positive responses in our work, including students who appreciate feeling heard and faculty who feel they have new ideas to improve their classes.

5) What lessons have been learned? What do we need to know organizationally? *

(if addressing the pandemic, please be specific on how you are getting past pandemic barriers).

Faculty have learned a lot of best practices from the communities of practice and the call campaign's processes are becoming more streamlined. We received some helpful feedback from students that they are having trouble obtaining information about supports to help them succeed in their classes; this prompted new forms of outreach including a FAQ page on concurrent support and outreach emails targeting specific sections of concurrent support. One of our challenges as a college is that academic support options are not centralized. Over the long-term, it will be easier for students to find the help they need with the construction of the new 2100 building on campus; in the meantime, the college has worked to be more transparent with academic support while instruction is online. For example, the Student Hub has been integrated into Canvas for all students. We recommend that the college continue to find ways to improve communication channels.

6) Is anything getting in the way of your expected results? *

(if addressing the pandemic, please be specific on how you are getting past pandemic barriers).

It is clear that AB 705 and the pandemic together have created challenges in retention and the success of our students. Obstacles have included engaging students online (with issues challenging the most at-risk students in using technology), time management, and lacking a supportive or conducive home environment. Motivation and zoom fatigue are also real for many of our students. The communities of practice have been covering best practices while teaching online and the department has been having ongoing discussions about how we can best serve students through a variety of supplemental instruction strategies (e.g. concurrent support, embedded tutoring, etc). Developing a sense of belonging at the college and grit to persist during a pandemic and economic recession have been challenging but many of our teachers are learning how important it is to be welcoming, encouraging and flexible with their support.

7) When do you expect to conclude your SCFF-metric project? *

Please choose one:

By December 30, 2020

By June 30, 2021

By December 30, 2021

By June 30, 2022

Other: _____

8) The following questions are regarding your project budget and expenses.

Please answer in terms of dollars.

8a. Please state your total funded award. *

\$187,285

8b. What was your project allocation for Year 1 (i.e., start of project – 6/30/20)? *

\$37,457.00

8c. What were your total expenses for Year 1 (ending 6/30/20)? *

\$13,644.57

8d. What was your project allocation for Year 2 (i.e., 7/1/20 – 6/30/21)? *

\$74,914.00

8e. What is the total expense amount through 12/30/20? *

\$26,080.10 (Note: does not include time sheets submitted this month - I will have that information at the end of December)

8f. If you have planned expenses for 1/1/21 – 6/30/21, please provide the estimated amount. *

\$48,833.90

9) No response needed, but we'd like you to know in advance of your next progress reports (March 2021 and June 2021), please be prepared to share...

a. The SCFF metrics you will be able to report on by end of spring 2021.

b. What data you will use to show impact.

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Google Forms