Project Name: HSS COP
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Approximate Project Start Date 6/15/2021 **Approximate Project End Date** 6/15/2022

What are the goal(s) of this project?

Goal A: The HSS COP will be a series of Community of Practice virtual meetings for any professor in the HSS division at Mt. SAC (and perhaps other divisions if there is interest). We plan to involve faculty in community of practice discussions that will help us approach students with empathy and caring, present information using the pedagogical best practices most likely to result in student success and design our lessons to ensure equity for all classroom learners focusing on our most disproportionately impacted students, particularly, Hispanic or Latino males, LGBTQ females, and disabled females. We envision a shared "hosting" duty among interested departments on relevant topics. Topics will include but not be limited to the following:
-.responding to student feedback
- understanding language-learners specific needs
- equitable grading practices
- teaching reading for comprehension and writing
- promoting metacognitive practice through writing.
- promoting affective approaches to our diverse community college student population
- communicating and modeling clear expectations
- promoting student voices through a panel
- incorporating classroom tutor, supplemental instruction, and center tutors' feedback about student work and interaction

We will also use a survey tools to identify the areas of most interest to faculty in the division. We plan to host a 90-minute COP, two times per month, as a formal conversation, but we also hope to stimulate some smaller conversations to affect change that will help students succeed in all HSS Division classes.

Goal B: If the HSS COP is well received, and we can ascertain whether the project is scalable and to what extent, we would like to invite participation from multiple divisions across the campus. We would like to see the coalescence of the professional development opportunities Mt. SAC has provided from myriad sources:
- Training from the Back of the Classroom
- Association of College and University Educators (ACUE)
- Center for Organizational Responsibility and Advancement Learning (CORA)
- California Acceleration Project (CAP)
- Reading Apprenticeship (RA)
- English, Literature, and Creative Writing Communities of Practice (COP)
- American Language Communities of Practice
- Math Communities of Practice
- Flex Day Keynote Speakers & Presentations
- Inspired Teaching Communities of Practice
- Skill and Pedagogy for Online Teaching (SPOT)
- Transparency in Learning and Teaching (TILT)
- Faculty Center for Learning Technology trainings (FCLT)
- New Faculty Seminar (NFS)
- Humanities & Social Sciences Equity Speakers Series
- One Book, One Campus
- Language League Workshop Series
- Academic Literacy for Equity

Goal C: The HSS COP aims to create virtual toolkits to help faculty implement strategies and affect the cultural shift in order to serve students in the classroom most effectively.

The primary goal of SEAP is to address equity. Explain how your project aligns with this goal.
a. The COP would provide opportunities for faculty to share and learn creative ways to close equity gaps and/or remove barriers to student success for disproportionately impacted student populations particularly, Hispanic or Latino males, LGBTQ females, and disabled females.

b. As you can see from our sample thematic workshops above (Goal A), all of them are equity-minded. The AmLa department, for example, would host a meeting that would give HSS faculty some ideas for supporting non-native English speakers in HSS class in areas like reading strategies, providing vocabulary glosses in online courses, and other such interventions targeting skills and strategies that faculty can easily employ right away, but which would have long-reaching effects for many segments of the student population.

c. This is one example, but the aim of the entire project is to help students succeed in not just their AmLa, Read and English writing classes, but in all of their classes at Mt. SAC.

Describe the expected project design and timeline of activities. Provide any data necessary to illustrate need.
a. The HSS COP would run for the spring semester, and the need is particularly great while we remain in an online format. The research, including the Spring FLEX day keynote speaker's talk, shows that we need to use flexible and extraordinary means to help students during this pandemic. The HSS COP would help to start and continue the conversations that faculty need to have to help students at this time, in this online environment.

b. Furthermore, success data from across the college indicates that practitioners of reading, writing, and language need to do a better job of closing equity gaps across the board. For example, while overall success rates have drastically increased for ELCW students across the board post-AB 705 (69% pass ENGL 1A in a year compared to 33% previously), the equity gap remains glaringly visible (The success rate of white students in ENGL 1A is 23% and 10% higher black students and Latinx students respectively.) In HSS alone, success rates of white students rest at 77% while they are significantly lower for Latinx and black students (69% and 62% respectively).

c. At the expense of diving deeply into each department's data, this equity gap is only exacerbated in disciplines heavy in reading and writing. This shows there is a tremendous need for a reading, writing, and language focused CoP at Mt. SAC.

What are the expected measurable project outcomes? Clearly state how project success will be assessed. What data are you expecting to collect and report?
a. 90 percent of surveyed faculty will report that they plan to implement at least one pedagogical change, intervention, or student resource in the series' duration.

b. Of the 90 percent of surveyed faculty that report they would implement at least one pedagogical change, intervention, or student resource in the series' duration, 70 percent actually did make said change.

c. Use the data to improve the COP goals and teaching practices.

d. Use the data to present the outcomes to the division and/or the campus.

Would you like to be contacted by someone to provide guidance with best practices for outcome assessment (i.e. Research and Institutional Effectiveness (RIE), data coaches, Outcomes Committee, etc.)?
Yes. We would like to be contacted by both RIE and data coaches.

Describe the potential to impact/reach numbers of students (e.g. students in a class, program, campus-wide, etc.). Be specific about the number of students that will be impacted.

The HSS Division is the largest division on our campus, serving the largest number of students roughly 62,000 students per year. We are seeking faculty participation from all of the HSS departments either directly by joining in our COP, or indirectly, by taking advantage of the resources we will publish after each COP session.

When the HSS COP is well-received, the next step is to open the sessions to all Mt. SAC faculty. Introducing ideas such as embedding support within a discipline specific class, teaching students' metacognitive strategies, and other such impactful practices could potentially help all students at Mt. SAC in sections being taught by faculty who have attended the HSS COP. So effectively, this CoP has the capability of positively impacting 62,000 students a year.

Please select one or more of the following metric(s) that you will address through your project:

Retention - The proportion of all students retained from to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution fall ;Completion of Transfer-Level English/Math - The proportion of all students who completed both transfer-level math and English in their first academic year of credit enrollment within the district; Associate Degrees/Certificates - The unduplicated count of all students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and CDCP Certificates and had an enrollment in the selected or previous year;

Please elaborate on how your project aligns with the SEAP metrics you indicated above.

As a pedagogical-focused CoP with an emphasis on sharing teaching strategies related to reading, writing, and language, one of the primary goals is to increase completion of transfer-level English. Data above clearly show that there is a need for more attention to be given to pedagogy relating to reading, writing, and language across HSS, so our intention is to increase success rates across HSS, which in turn increases Associate degrees and certificates.

Review each of the following categories listed below. Check all that align to your project goal(s).

Completion; Professional Development;

Please elaborate on how your project aligns to the SEAP Activity Category or Categories you indicated above.

One of the outcomes of this project will be increased student completion through faculty professional development.

Please list all project expenses. Make sure to state both the category/item and the amount. You can contact Lisa Zahn (lzahn@mtsac.edu) for help on setting up and outlining the budget. Categories...

Please click on this link for the project budget breakdown: https://docs.google.com/document/d/1UPH6x8H2uU7IgELfy5_04NkItS675qOs6Z7SpSCzlHo/edit?usp=sharing

Total amount of funds requested. Please round to the nearest dollar.

$44, 000

Additional Funding Sources

If funds are not available under SEAP, we intend to apply for GPS funding.