

Project: **Professional Learning Community:**
*Engaging Students to Promote Retention Post
Census*

Members: Tina Vasconcellos, Kawanna Rollins, Malik Shabazz, Jody Campbell, Horacio Corona lira, (invite more faculty and classified)

The proposal

2-3 sentences describing the resource, program, policy, or activity you will implement:

This proposal is to form a community of practice of invested classified staff and faculty, with the goal of developing and implementing a course-level strategic approach to supporting the retention of Black and Latinx students.

Expected Outcomes

Articulate 3-5 outcomes that you expect to change in the knowledge, skills, or behaviors of your target population. If your proposal is geared toward faculty or staff, be sure to include at least one student-centered outcome.

Black and Latinx students will experience a higher retention rate at College of Alameda.

Develop scalable and specific in-class strategies that support the retention of Black and Latinx students. These could include pedagogy, imbedded tutors, student services support, intervention strategies, etc.

Develop evaluation tools to track and assess course-level data to determine effectiveness of strategies.

Increase student enrollment in participating faculty courses.

Expand campus network for participating classified staff and faculty.

Indicators of Success

For each expected outcome, identify a measurable indicator of success and the instrument you will use to collect that evidence (e.g. survey, interview, attendance tracking methods, etc)

Expected outcomes	Measurable indicators of success	Data Collection Instrument
<i>[Example] Students understand career options within their field of interest</i>	<i>Students identify three careers related to their area of interest</i>	Survey
Black and Latinx Retention	<u>Black and Latinx students retained at a higher rate past census, week 10, and end of course</u> in test group compared to control group and in previous years.	Institutional Data
Formation of community of practice	Community of practice is assembled with diverse members from classified staff and faculty. Community of practice meets bi-weekly to develop and implement strategies for retention. After implementation, PLC meets monthly to track and assess data, make adjustment to the practice, document progress.	Institutional Data Surveys Focus Group
Increase sense of belonging in the classroom	Students experience a greater sense of belonging in the classroom. This is reported in surveys and focus groups.	Surveys Focus Group

Development & Implementation Partners

Identify at least three partners who will help with development or implementation. Include at least one partner from a different institution

Faculty: Jody Campbell, Khalilah Beal-Uribe, Jennifer Fowler, Ida Ahmadi (*Part-Time*), Danna Chavez Baquero, Trish Nelson, Didem Ekici, Valarie Carey (*Part-Time*), Jeffery Sanceri, Carla Pegues, Cynthia Haro, Fathia Mohamed (*Part-Time*), Rachel Goodwin, Stephanie Ulrey

Classified: Kawanna Rollins, Malik Shabazz, LaShawn Brumfield, Anna O’Neal, Alisi Ika, Alejandro Gonzalez, Natay Myers (*ASCOA President*), Shawn Foster, Laura Aguilar, Louie Martinez, Juan Lopez

Horacio & Dominique as needed.

Student Input & Engagement

Identify how you will engage students in the development of your idea. Examples could include: (1) conducting empathy interviews with students; (2) leading a creative matrix brainstorming activity with faculty, staff, and students; (3) sharing project pitch with students for feedback; (4) sharing implementation materials with students for feedback

Conducting a focus group with students from ASCOA, MESA, UMOJA, PUENTE, LRC, SALAAM, Veterans, SAS, Promise, and EOPS/bundle.

Include students in community of practice (include at least one student rep from each community).

Conduct a student survey with ASCOA, MESA, Veterans, SAS, UMOJA, PUENTE, LRC, SALAAM, Promise, and EOPS/bundle.

Conduct baseline student surveys in participating courses.

What budget would be needed?

Consider what is available at your institution and what might be available from external sources through leveraged funds beyond the Equity funds.

Items (FY 22/23)	Estimated Budget
Professional Development	\$10k (spring 23)
Faculty & Classified Stipends	\$20k (spring 23)
Faculty & Classified Stipends	\$20k (fall 23)
Student Survey/Interview Incentives	\$1,000 (spring 23)
TOTAL	\$51,000

Key Milestones

List the milestones needed to implement and assess your proposal

Milestone	Key Stakeholders	Date
Send invitation for community of practice.	Kawanna Rollins, Jody Campbell, Malik Shabazz, <i>Horacio Corona Lira</i>	Nov. 28
Informational/interest meeting.		Dec. 7
First community of practice meeting.		Feb. 8
Launch student surveys		Mar. 1
Conduct student interviews		Mar. 22
Develop key strategies for improving retention of Black and Latinx students		Apr. 30
Finalize implementation meeting in summer (summer summit).		Aug. 10
Implement strategies in selected “test” courses		Fall 23
Launch		Fall 23
Evaluation of initial results		Sept. 2

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Immediate action items

Identify the immediate next steps Community of Practice members will take before January 30, 2022

Action Item	Lead	Date