Student Success Equity Council

REQUEST FOR FUNDING FORM

Primary Contact Person(s): Marlene Forney, April Cunningham Ext.: 3696

Program/Workgroup/Department(s): Library

List of Partners/Participants: (please list name and program/workgroup/department)

Name	Program	Workgroup	Department

1. Project Title: Dashboard Lessons Support Completion and Transfer

2 Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

This project will keep Dashboard lessons up-to-date and responsive to the needs of students in DI groups who are working towards completion or transfer. In order to achieve this goal we need support to encourage more students in DI groups to complete the Dashboard lessons, to raise awareness of Dashboard among staff and faculty in campus offices serving students in DI groups, and to build our capacity to collect and analyze data about students in DI groups who are completing Dashboard lessons.

Overall, the goal is to strengthen our ability to support students in DI groups who are pursuing degrees/certificates or transfer by ensuring that they have the foundational academic skills they need to accurately cite their sources, avoid plagiarism, and use information in their research papers. These are key concepts for successfully completing college assignments which many students struggle to master. By providing 24/7 access to these lessons, we empower students to get the practice they need in order to reinforce the academic skills they are learning in their courses. Students who internalize academic integrity, practice strategies for using the information they find, and feel comfortable citing their

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

Success Indicator	Disproportionate Impact	Target	3-year Goal
Access	Veterans	☐	+5% Enrollment
Course Completion	Foster Youth	☐	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	☐	+5% Successful Completion
ESL & Basic Skills Completion	Hispanics	☐	+5% Successful Completion
ESL & Basic Skills Completion	Males	☐	+5% Successful Completion
ESL & Basic Skills Completion	Students w/Disabilities	☐	+2% Basic Skills Seq. Comp.
Degree & Cert. Completion	African Americans	☑	+2% Degree Completion
Degree & Cert. Completion	Students w/Disabilities	☑	+2% Completlon
Degree & Cert. Completion	Unprepared Age 25-49	☑	+2% Completlon
Transfer to 4-year Inst.	Unprepared Age 25-49	☑	+2% Completlon

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4. Identify the specific goals/activities from SE Plan that you will address:
http://www2.palomar.edu/pages/ssec/files/2016/02/PalomarCollege_Student_Equity_Plan_2015-16_FINAL_wSignatures.pdf

Promoting Dashboard to appropriate campus offices (ex. Foster youth, veterans, DSPS, EOPS, TLC):
D.1.4 Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.

Updating and marketing Dashboard to students in DI groups:
D.1.6 Provide extensive outreach and support services for students in affected groups including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.
D.2.3 Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Gathering Data from Dashboard Blackboard Organization:
F.1.3 Build capacity to collect and track student participation data for planned activities including: support services, advising, mentoring, tutoring, face-to-face connections.

5. Describe your proposed intervention strategies/activities:

--Seek programming support from IS and ATRC to collect evidence of student completion of Dashboard lessons in order to a) identify areas of inequity in access to Dashboard so that they can be addressed through marketing to students and cooperation with relevant campus offices (ex: DSPS, EOPS, TLC, etc.), b) keep track of lesson completion so we can incentivize students in DI groups to complete the lessons by offering in-kind assistance, c) keep track of lesson completion so we can incentivize students in DI groups to complete the lessons by offering a notation on their college record, d) keep track of lesson completion so we can measure changes in the rate of students in DI groups accessing and finishing the lessons, e) keep track of lesson completion so we can test for correlations between successful lesson completion and rates of degree/certificate completion and transfer.

--Update and enhance the Dashboard Lessons by funding a) a librarian to make regular updates and planned improvements, b) updated Articulate Storyline software, and c) incentives for students from DI groups to participate in usability testing.

--Promote Dashboard to students in DI groups through direct email and marketing materials distributed through campus offices (ex: DSPS, EOPS, TLC, etc.).

--Incentivize students in DI groups to complete all three of the Dashboard lessons by offering book vouchers or

6. Describe your implementation timeline:

Spring 2017:
Begin programming necessary to track Dashboard lesson completion in PeopleSoft.
Make planned updates to Dashboard lessons.
Create and distribute Dashboard marketing materials.

Fall 2017:
Conduct usability testing of Dashboard with students from DI groups.
Identify user-driven updates and enhancements recommended for Dashboard.
Distribute Dashboard marketing materials.

Spring 2018:
Implement user-driven updates and enhancements to Dashboard.
Distribute Dashboard marketing materials.

Fall 2018:
Conduct usability testing of Dashboard with students from DI groups

7. Reference and explain the research studies that support your proposed intervention(s):

The following studies highlight the value of providing students from DI groups with additional support in academic literacies including how to use information effectively and ethically throughout their college courses. Understanding how to navigate the norms of academic communication builds students' self-efficacy. Self-paced tutorials like Dashboard are particularly powerful for scaling up information literacy instruction to reach more students and for providing students with 24/7 access to review concepts that they want to master.

Cox, R. D. (2009). “Academic literacies” in College Fear Factor. Cambridge, MA: Harvard University Press, 140-156.

Farkas, M. (2011). Tutorials that matter: Learning objects in the library instruction program. American Libraries, 42(7/8), 32.

Foasberg, N. M. (2012). Taking instruction to the next level: Creating evaluations to assess student learning online. Journal of Electronic Resources Librarianship, 24(4), 322-324.

Held, T., & Gil-Trejo, L. (2016). Students weigh in: Usability test of online library tutorials. Internet Reference Services Quarterly, 21(1/2), 1-21.

8. Describe your anticipated outcome(s):

We will know we succeeded if:
a) More students in DI groups are completing Dashboard lessons than they were before the intervention.
b) Students in DI groups who complete Dashboard lessons have higher rates of degree/certificate completion or transfer than those who do not.

9. Describe how you plan to evaluate progress toward these outcome(s):

We will evaluate our intervention by looking for changes in the number and rate of students in DI groups completing the lessons and by analyzing relationships for students in DI groups between completing the Dashboard lessons and completing a degree/certificate or transferring.

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

When evidence of students' completion of Dashboard is available in PeopleSoft, we will need support from the Research Office to analyze a) the proportion of students in DI groups who are completing the lessons and b) the relationship between completing Dashboard lessons and completing degrees/certificates or transferring.

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

n/a

Funding Requested from Student Equity:

☑ I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2016 – 2017.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/fiscal_services/LeftNav/Forms.html	2 Systems Module Specialists - 25 hrs each @ $75 (total $3750) *Expertise in Blackboard/Canvas (Grade 32)- to extract & report student data for Dashboard users via Blackboard's Organization module (Canvas equivalent or if needed Canvas API/plugin) *Expertise in People Soft (Grade 39)- Enrollment functions - to develop crossover data queries using student IDs to correlate use of Dashboard and designation as Disproportionately		$ 3,750.00
Hourly Employees			$ 0.00
Classified Staff			$ 0.00
Faculty	Faculty -Non-instructional time for revision and enhancement of		$ 10,000.00
Consultants	Graphic Design		$ 1,000.00
2. Supplies/Materials	Incentives for students in DI groups to participate in usability testing -- 20 students @ $100 vouchers (total $2000) (including		$ 2,500.00
3. Equipment	Articulate Storyline software. 3 licenses @ $699 = $2097		$ 2,097.00
4. Services	Creative Services to create promotional materials		$ 500.00
5. Printing	Duplication of promotional materials		$ 300.00
6. Mailing			$ 0.00
7. Travel			$ 0.00
8. Food	Snacks for students during usability testing		$ 150.00
9. Facilities Needed			$ 0.00
10. Other			$ 0.00

Total Cost of Project: $ 20,297.00

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