

Limited-duration Grant-funded Special Assignments

Form Submitted by:

Date:

Department/Office:

Grant Duration: From

To

Project Title

Project Description (Add pages, if needed)

Compensation Structure (Add pages, if needed)

Selection Process (Add pages, if needed)

Received by AFA: _____

Limited-duration Grant-funded Special Assignments

Form Submitted by: Roam Romagnoli and Victor Tam

Date: December 4, 2025

Department/Office: English, EMLS, and Math; STEAM/LAAF/Academic Affairs

Grant Duration: Fall 2023 to Spring 2026

Project Title: Student-Centered Researcher Co-Requisite Course Data Analysis

Project Description

SRJC has addressed AB1705 with a variety of professional development opportunities, student resources, and curricular changes. One key curricular support has been the addition of co-requisite courses paired to parent transfer-level English and Math classes. As an example, a new course to support students taking Statistics (STAT C1000, formerly Math 15) was created called Math 215 “Concurrent Support in Statistics,” a 2-unit required course for students who had lower GPAs or incomplete math preparation for this critical transfer-level math class for non-STEM majors. Similarly, English created ENGL 50, as a co-requisite course for students needing additional support as they concurrently enrolled in ENGL C1000 (formerly ENGL 1A). Since their inception, new co-requisite courses have been added for calculus, pre-calculus, business calculus, etc.

This project is modeled on a similar project that created a data-inquiry partnership about AB1705 between faculty (Student Centered Researchers, SCRs) and IERP, previously approved between the District and AFA.

This project would enlist three (3) faculty members – one from Math, English, and EMLS – to act as data analysts (“Student Centered Researchers,” SCR) to probe and examine student data regarding the impacts of co-requisite courses. Areas of critical analysis can include the following:

- Identifying the impacts from 2-unit co-requisite courses
- Analysis of disproportionate impact over time across co-req offerings
- Success in subsequent math, English, EMLS, or related GE courses
- Research effective innovations at other community colleges for co-requisite courses
- Identify impactful practices from current co-req instructors, to create a compendium of innovative pedagogy that can be shared with all three departments.

These three faculty members will share findings and invite discussion with their respective departments, will work with IERP to engage in data analysis for continuous improvement, and will culminate in a report that can be shared with and beyond the departments.

Duties

SCRs will partner with the Research Analyst from IERP to collect and analyze data pertinent to AB1705-related corequisite offerings, will participate in regular meetings, and assist with communicating findings to the college community.

Under the direction of the Dean of STEAM and the Dean of LAAF, duties include:

1. Meet weekly with IERP Personnel (e.g., designated research analyst or IERP Senior Director) to discuss logistics in acquiring, communicating, and analyzing co-req course data and other data elements, as appropriate.
2. Meet monthly with Dean of STEAM, and Dean of LAAF, to discuss data findings and potential activities being planned at the department level.
3. Work with the respective department chairs to have discussions around data and programmatic changes.
4. Present at department meetings – or other appropriate venue – on a continual basis to discuss findings and recommend future changes (e.g., curricular changes, student support resources, etc.)
5. Meet with other District staff as needed to help implement program changes.
6. Provide a written summary of completed work to Dean of STEAM, Dean of LAAF, and VPAA.
7. Work with and assist college personnel to disseminate findings to the college community.

Compensation Structure:

ONE (1) faculty member EACH from the Math, English, and ESL Departments (total of 3 faculty) will individually receive up to 120 hours at base hourly pay for assuming this role. The duration of the position would be for Spring 2026. Timesheets and time and effort reports will be required for grant tracking purposes and Payroll.

Selection Process:

Interested faculty (contract and associate) can submit a letter of interest or refer questions to the Dean of STEAM, Victor Tam (vtam@santarosa.edu) and Dean of LAAF, Roam Romagnoli (rromagnoli@santarosa.edu). Letters will be reviewed and selection of the SCRs will be performed by the Dean of STEAM, Dean of LAAF, VPAA, and a faculty chair from the Math, English, or EMLS department. Criteria for selection may include experience employing interventions in the classroom (e.g., engaging in culturally responsive pedagogies, intentionally connecting students with basic needs and other resources, peer

coaches, PALS, etc.), past equity work (such as equity-focused communities of practice, committees, trainings, and workshops), experience doing data analysis, experience implementing data-informed initiatives, and creative pedagogy work.

Termination Clause:

If the District determines that a faculty member is not meeting the expectations and duties of the role, the District reserves the right to terminate the special assignment at its discretion, with the instructor paid pro rata for hours worked on authorized duties. All faculty assignments can also be terminated if funding constraints warrant so, at the discretion of the District.