



2025 - 2026 FACULTY AND STAFF GRANT PROGRAM APPLICATION

Name of Project/Program: Equitable Outcomes: DE Rubric Int Date: 4/17/25

Applicant's Name: Piper Rooney

GCC Position: F-T Faculty & DE Coordinator Department: English

E-mail: mrooney@glendale.edu Phone 818 240 1000 ext. 5342

Please check which category best describes your project:

- Arts & Culture, Athletics & Fitness, Career & Work Training, College Operations & Facilities, Humanities/Social Sciences, Science & Technology, Other

Amount requested: \$8,250

Please attach a one- to two-page typed request that provides a comprehensive summary of your project/program and establishes the need. Please include the following:

- What do you propose to do? Who will be involved in the project/program? What are the benefits of this project/program to the students, college, and the community? How does this project/program support the College's Institutional Strategic Plan? Timeline for the project/program. How do you propose to use the funds requested? Please include specific budget information. Please list any other sources of funding you have applied for and include dollar amounts if already awarded. How will the Foundation's support be recognized? How do you plan to evaluate this project's success? If your project/program is successful, how will it inform your practice moving forward?

Please email this completed and signed form along with your proposal to zjacobs@glendale.edu

Submission Deadline - Thursday, May 29, 2025, by 5:00 PM PST

Signature box containing: Your signature indicates approval of this request to the Glendale College Foundation, Applicant's signature (Marian A. C. Rooney), Chair or Department Head Signature (Francien Rohrbacher), Print name of Chair or Department Head

Grant Review Committee comments and/or recommendations:

This grant was denied/approved on The amount awarded is \$

Proposal: Equitable Outcomes: DE Rubric Intervention

What do you propose to do?

Statistically, underrepresented students have succeeded in Distance Education courses at a lower rate than Asian and white students since the advent of Online Instruction. However, a huge RP Group study (2025)* has shown that students who take as few as one DE course in their California Community College career are 17% more likely to complete a degree within 4 years, successfully complete an average of 24 more units than students who do not take any DE courses, and that taking DE Courses has no effect on their transfer. (N= 355,133 students in data from 2013-2016 in the CCC system). Nationally and at GCC, students express a desire for Online courses.

Recent research (Hogan 2017) demonstrated that underrepresented students (specifically Black and brown students) attain higher success rates in Distance Education classes through a single intervention: The provision of clear rubrics associated with major assignments in the course. Results from Winkelmes et al. (2016) also affirms that revising as few as two assessments in a Distance Education course to provide a clear rubric and an explanation of “Purpose” of the assignment had a positive effect on underrepresented students’ success.

I propose to recruit ten faculty to participate in a semester-long study. They will complete a 3-hour module of professional development to learn how to revise two existing assessments in order to provide “Purpose” statements and clear, specific rubrics.

- Participating faculty should be teaching two sections of the same course during the semester.
- The faculty will use the revised assessments in one section of the course, leaving the other as is.

At the end of the semester, I will collect quantitative and qualitative data on students’ success. This will include faculty feedback - free written and through the rubric - as well as student reflections on the assessments’ clarity and their sense of confidence in completing.

Who will be involved in the project/program?

Ten faculty from various disciplines who have two sections of the same course in fall 2025.

What are the benefits of this project/program to the students, college, and the community?

If our work at Glendale confirms the results of closing the success scores of underrepresented students achieved by Hogan, WEGGEMEN et. al, and others, this is a very easily scalable project. This would be especially valuable if participating faculty spoke about their experience to spread the word.

How does this project/program support the College's Institutional Strategic Plan?

The ISP focuses on our Diversity, Equity, Inclusion, and Accessibility efforts. If our Rubric Intervention can demonstrate the value to our underserved students by making small yet significantly effective interventions to achieve more equitable student successes in Online courses, it will help us meet the goals of our ISP.

Timeline for the project/program.

Late Spring/ Early Summer 2025	Begin recruitment of faculty.
August 15th 2025	Confirm participating faculty.
Summer 2025	Provide the professional development module on rubric creation and Purpose statement for assessments to participating faculty.
By Week 3 of Fall 2025 Semester	Ensure that the assessment revisions are in place for participating faculty's courses.
During Fall 2025 Semester	Request student reflections after both of the assessments - in control and experimental sections of the course.
End of Fall 2025 Semester	Collect student success data from faculty.
Winter 2026	Analyze the qualitative and quantitative data from the faculty feedback, rubrics, student reflections and student results.

How do you propose to use the funds requested? Please include specific budget information

10 Participating Faculty	\$750 apiece - completion of the semester-length intervention	\$7,500
Experimenter (Piper Rooney)	\$750 - creating the PD module, teaching participating faculty the intervention, providing feedback, shaping effective rubric criteria and Purpose statements, and analyzing the results - after the completion of data analysis.	\$750
	Total	\$8,250

Please list any other sources of funding you have applied for and include dollar amounts if already awarded.

No other funding sources at present.

How will the Foundation's support be recognized?

The Foundation will be acknowledged on the homepage of each of the participating faculty's Distance Education courses where the intervention is used. In future, the results will be presented with the acknowledgement of Glendale Foundation's funding.

How do you plan to evaluate this project's success?

Collected data (quantitative and qualitative) will be analyzed to identify any significant changes in the success rates of underrepresented students and whether these results indicate a reduction in "achievement" gaps.

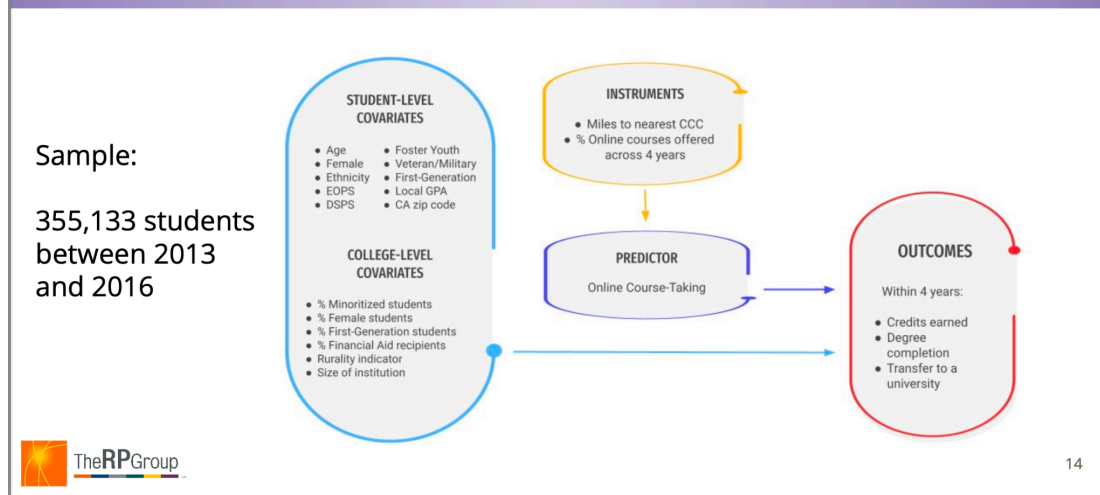
If the data, students, and faculty indicate that the intervention was effective in closing gaps and increasing a sense of belonging (one of Hogan's 2017 findings), this project will be deemed a success.

If your project/program is successful, how will it inform your practice moving forward?

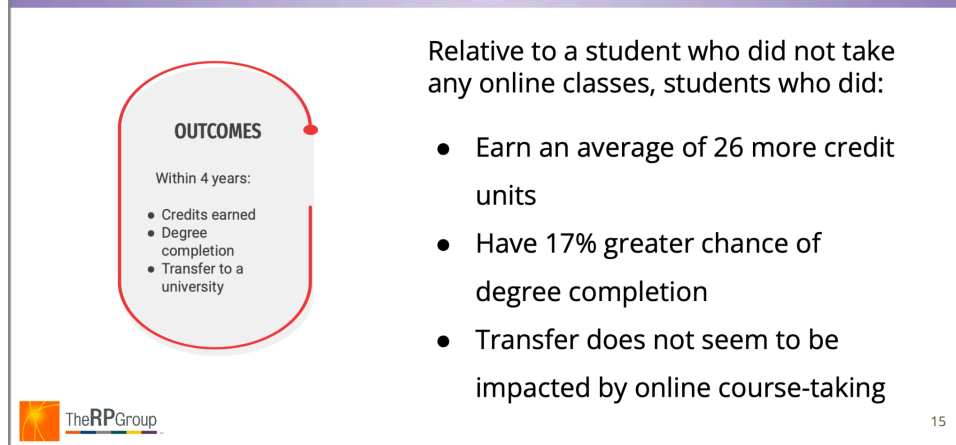
The results will be communicated to the faculty through a Committee on Distance Education announcement, + a presentation at a Faculty Meeting. The professional development module will be open to all faculty as self-paced PLAY PD that will also count towards faculty's Glendale Annual DE Recertification (GADER) obligation.

*RP Group Slides

What is the effect of taking online courses on units earned, degree completion, and/or transfer to a university?



Online course-taking appears to facilitate unit attainment and degree completion, with no significant effect on transfer



Zelma Jacobs

From: Piper Rooney
Sent: Wednesday, April 23, 2025 9:53 AM
To: Zelma Jacobs
Subject: Foundation Grant Signature Application
Attachments: Foundation Grant Application Fillable 2025-2026.pdf; Rooney_Equitable Outcomes_DE Rubric Intervention.pdf

Hi, Zelma.

I hope you're well!

I'd like to submit my proposal for a Foundation grant, along with the application form, signed by my Chair, Francien Rohrbacher, and by me!

The proposed project is academic and tests an outcome observed in a small study in England about the impact of clear rubrics and "Purpose Statements" on underrepresented students' success and sense of belonging at college.

Thank you so much!
Piper



Piper Rooney (she/her/hers)

English Instructor
Distance Education Coordinator
Office: Sierra Vista 242
Phone: (818) 240-1000 Ext. 5342

www.glendale.edu

