Unit Plan –
PROPOSAL FOR NEW AND IMPROVEMENT INITIATIVES

Unit: Learning Connection
Division or Area to Which You Report: Academic Services via Language Arts
Name of Person Completing this Form: Cindy Hicks
Date: March 14, 2008

Priority Objective or Strategic Plan Objective Addressed: Strategic plan goals 6, 8, 10, 13, 15, 16, 18, 19, 20, 21, 26

Objective: (include goal/objective number from Part II of your Unit Plan for reference)

Continue the Learning Connection project development. Coordinate between ALL instructors, including those in math and English. Coordinate between all learning connection programs: currently, WRAC, Math Lab, Language Center, PATH, World Languages Center, Communications Center, PLTL, Learning Assistants, ChabotLink peer advising. Coordinate between instructors and learning support programs. Continue coordination with Program Review, Basic Skills, and Institutional Research to support instructor efforts to provide date-driven, effective learning support to students. Continue to pilot World Languages Center and Communications Center initiatives in support of the full development of these centers by 2010. Create a virtual Center for Teaching and Learning on the Learning Connection website. Create an actual CTL to be housed in Bldg. 100. Support ongoing teaching and learning opportunities. Continue to revitalize and/or support the development of all tutoring programs, including those in centers as well as PLTL, and Learning Assistant pilots. Coordinate institutionalization of ChabotLink peer advising. Coordinate provision of off-campus tutoring to Chabot students at, for example, the San Leandro Center. Coordinate with projects providing tutors to special programs, such as the biotech program and CSU’s math and science teaching intern program at Tennyson High School. Continue looking ahead to space and personnel issues that will arise when the Learning Connection transitions to the renovated Building 100.

Expected Outcome:

Continued revitalization/development of services. More fully coordinated and data driven learning support services resulting in improved student learning and success, retention. More ways for instructors to be directly involved in providing learning support services that enhance their classroom instruction. More opportunities for instructors to engage in the scholarship of teaching and learning. A peer advising program institutionalized. Other successful Learning Connection pilots institutionalized. (Goal: By the time Bldg. 100 is ready for learning support programs and the Center for Teaching and Learning to move in, everyone will be glad for the space and the opportunities for work together to support student learning.) Tutoring support for students in the San Leandro Center and other off-campus locations.

Activity Plan to Accomplish the Objective:

<table>
<thead>
<tr>
<th>ACTIVITY (simple description, with a number so as to reference below)</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIMELINE (OR TARGET COMPLETION DATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue work on Learning Connection project development. Tasks include: coordination with instructors in all disciplines to develop learning support programs or tailor current learning support programs to meet their students’ needs; create, manage, and assess learning support pilots; coordinate with all current learning support programs on budget, tutor recruitment, tutor training, services offered; coordinate with instructors developing the World Language Center and the Communications Lab; coordinate with the Office of Student Services on the peer advising pilot; coordinate with A&amp;R on tracking student use of services; coordinate with IR to assess Learning Connection programs and pilots. Coordinate with the San</td>
<td>Cindy Hicks</td>
<td>Next phase: Spring 2009</td>
</tr>
</tbody>
</table>
Leandro Center director to provide learning support at that site.

2. Coordinate with the Tutor Training Pilot Programs coordinator and the content area tutor trainers on tutor recruitment, requirements, training, year-end report, off-campus tutoring.

   Cindy Hicks, Administrative Asst.  
   Next phase: Spring 2009

3. With the tutor training coordinator, provide interim coordinator coverage for PATH, currently the site for subject-area, by appointment tutoring, ESL tutoring, and Learning Connection pilots in world languages and communications support. (Once we move from the Learning Connection project development phase to the Learning Connection operations phase, we will have a full time Learning Connection dean, part of whose duties will be to provide coordinator coverage for tutorials. This will be easier to accomplish once all learning support programs are in one space, in Building 100.

   Cindy Hicks  
   Spring 2009


   Cindy Hicks, Admin. Asst.  
   Spring 2009*

5. Work with consultants and others involved in the Bldg 100 renovation

   Cindy Hicks  
   Spring 2009*

6. Move forward with the Center for Teaching and Learning.
   Prepare for a CTL interim site and founding coordinator

   Cindy Hicks  
   This phase: Spring 2009

*Will be more accurately and fully accomplished once there is an administrative assistant. Renovation related to Learning Connection programs

**Resource Requirements:**

<table>
<thead>
<tr>
<th>ACTIVITY NO.</th>
<th>BUDGET CATEGORY AND ACCOUNT NUMBER</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*</td>
<td>Learning Connection project development coordinator: .50 full-time load reassigned time.</td>
<td>$30K? (replacement instructor cost for 7.5 CAH, fall and spring semesters.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funding to support 2 part-time IAs to assist with all Learning Connection learning support programs (and with Learning Connection projects until the Adm. Asst. is hired.) Pls. note: PATH, including Language Center/World Languages/Communications/Anatomy and ECD study groups is open 55 hours a week. We have a full-time (40 hours per week) IA. We need additional IA time to cover the 15 hours beyond 40 the centers are open plus an additional 15 to free the full-time IA to work on Learning Connection projects before the Adm. Assist. is hired. (Any IA at the front desk rarely has time for anything other than addressing immediate student needs, which is what we want IA’s to do.) We also need to provide lunch and break coverage for Learning Connection programs located outside of PATH.</td>
<td>$19,440.00 for non-instructional hourly (unless 30 hours of IA time can be found in the schedules of current IA’s)</td>
</tr>
</tbody>
</table>
**Supplies**  
Folders, paper, highlighters, pens, pencils.

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
</table>

| Total | $49,440.00 |

*NOTE: In the personnel area you may not request new full-time faculty with this form. You MAY request professional experts, reassigned time, or temporary classified staff with this form.*

* This 50% full-time load coupled with a request for a 50% full-time load for the Tutor Training Pilot Program coordinator is in lieu of a full-time tenure track Learning Connection dean in 2008-09.