

**2008 TITLE III STRENGTHENING INSTITUTIONS PROGRAM PROPOSAL  
(CDFA #84.031A)  
CHABOT COLLEGE**

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**Improving Basic Skills Across the Curriculum to Increase Student  
Success, Persistence, and Institutional Effectiveness  
CHABOT COLLEGE**

**INTRODUCTION**

Chabot College is a fully-accredited, public, urban two-year college with over 14,000 students located in Hayward, California in the heart of the San Francisco Bay Area. It is part of an exceptionally multicultural region, serving one of the ten most diverse counties in the United States. Chabot serves a diverse student body that speaks over 40 different languages and offers over 100 instructional programs including general education, technical/career-vocational education, transfer/continuing education, and basic skills instruction.

<b>Fall 2007 Student Characteristics</b>					
<b><u>Enrollment</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Age</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>
Total Students	14,328	100%	19 or younger	3,448	24%
Full-time			20-24	4,379	31%
12 or more units	4,180	29%	25-39	3,703	26%
Part-time			40-49	1,314	9%
6 to 11.5 units	4,386	31%	50 or older	1,484	10%
.5 to 5.5 units	5,644	39%	<b><u>Enrollment Status</u></b>		
Non-credit only	118	1%	First time any college	2,650	18%
<b><u>Gender</u></b>			First time transfer	1,461	10%
Female	8,016	56%	Returning	1,933	13%
Male	5,993	42%	Continuing	8,057	56%
Unknown	319	2%	In High School	227	2%
<b><u>Race-ethnicity</u></b>			<b><u>Educational Goal</u></b>		
African-American	2,075	14%	Transfer		
Asian-American	2,424	17%	(with/without AA/AS)	5,204	36%
Filipino	1,442	10%	AA/AS only (not transfer)	1,257	9%
Latino	3,385	24%	Certificate/job training	1,849	13%
Native American	103	1%	Personal development		
Pacific Islander	375	3%	(intellectual/cultural,		
White	3,123	22%	basic skills, GED)	1,068	7%
Other/Unknown	1,365	10%	Other or Undecided	2,672	19%
			Unknown	2,278	16%
<b>Fall 2007 Faculty Characteristics</b>					
<b><u>Faculty Profile</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Race-ethnicity</u></b>	<b><u>Full-time</u></b>	<b><u>Part-time</u></b>
Full-time (FT)	191	37%	African-American	6%	6%
Adjunct/Part-time (PT)	321	63%	Asian-American	8%	12%
Student-to-Faculty Ratio	31:1	----	Filipino	3%	2%
<b><u>Gender</u></b>			Native American	0%	1%
Full-time: Female	101	53%	Latino	10%	8%
Male	90	47%	White	66%	60%
Adjunct/Part-time: Female	142	44%	Other/Unknown	6%	12%
Male	179	56%			

**SOURCE:** Chabot College Office of Institutional Research Dataset and Census, Fall 2007

According to the Fall 2007 Chabot Student Satisfaction Survey, 56% of our students report very low or low household incomes based on federal poverty rate guidelines and over 40% work 20-40 hours per week. Low educational attainment characterizes Chabot's service area. Only 24% of adult residents hold a bachelor's degree and 20% have not graduated from high school (US Census 2000). Thirty-nine percent of Chabot students are first-generation college students. With few college-educated role models, it is not surprising that nearly one out of three local high school graduates do not attend college following high school (*Chabot College Report on Local High School Graduates*, Fall 2007). Students that do pursue higher education at Chabot are significantly under-prepared for college-level work. Lack of college readiness, poor basic skills, and limited exposure to a college-going culture all define Chabot's service area. These factors make progress towards a postsecondary degree difficult for students at Chabot College. As discussed in the narrative that follows, too many developmental students fail to succeed and persist at Chabot. To remedy this situation, the college will engage in a number of basic skills and institution-wide reform efforts, which form the basis for this proposal.

**A. COMPREHENSIVE DEVELOPMENT PLAN (CDP) [34 CFR 606.22(a)]**

**Timeline and Description of the Analysis Process**

There was broad-based, college-wide participation in analyzing institutional strengths and weaknesses for the CDP. The CDP has its origins in Chabot's systematic, college-wide Strategic Planning process and is focused on *Strategic* and *Educational Master Plan* priorities. The current planning process includes soliciting input from faculty, staff, administrators, students, board members, and community representatives, reviewing environmental scan data, and holding annual strategic planning retreats to update the plan and set strategic priorities. From 2003-05, the Institutional Planning and Budget Council (IPBC) conducted campus forums, focus groups with

community leaders and industry partners, and electronic input polling that resulted in the 10-year *Educational Master Plan* and 3-year *Strategic Plan*. As part of its regular planning process, the college chooses Priority Objectives for action each year. For the past two years, the college has focused on increasing the success of developmental students, providing professional development activities focused on student learning and assessing student learning to improve institutional effectiveness. These priorities established the direction of the **Title III Planning Team**.

In September 2006, Dr. Ronald Taylor, Vice President of Academic Services, formed a Title III Planning Team, consisting of representatives from academic divisions and collaborative governance committees. The team met monthly to develop the Comprehensive Development Plan so that it would articulate the **most pressing problems** across departments. Information and recommendations were gathered from faculty through **focus group discussions and interviews**. Major participants included the Student Learning Outcomes and Assessment Committee, the Staff Development Committee, the Basic Skills committee, IPBC and individual faculty and staff members who are leaders in their divisions and in the college, other grant recipients (faculty and staff), and the Office of Institutional Research. As we are in the midst of our Accreditation Self-Study, we were able to review some very current data from a variety of sources: Fall 2007 Student Accreditation Survey (1,400+ students); the Spring 2008 Faculty/Staff Accreditation Survey (545 faculty and staff); unit plans; and the district-wide 2007 Marketing Survey. Results and recommendations from Program Review, the Basic Skills Initiative and the Carnegie Foundation for the Advancement in Teaching Strengthening Pre-collegiate Education at Community Colleges grant were also used. Through these processes, virtually every employee, many students and community representatives were involved. The timeline on the next page outlines the major activities that contributed to this analysis and to the development of this Title III proposal.

<b>Timeline of Title III Stakeholder Activities, 2005-2008</b>		
<b>Period &amp; Activity</b>	<b>Persons Involved</b>	<b>Purpose</b>
<b>Educational Master Plan &amp; Strategic Plan Completed</b> - Spring 2005	<ul style="list-style-type: none"> <li>All college faculty and staff, community leaders, students, industry partners</li> </ul>	<ul style="list-style-type: none"> <li>To set the long-term vision and priorities for the college</li> </ul>
<b>Carnegie Foundation Strengthening Pre-collegiate Education in Community Colleges (SPECC) grant awarded</b> - Fall 2005	<ul style="list-style-type: none"> <li>8 faculty teams</li> <li>Faculty lead and students</li> </ul>	<ul style="list-style-type: none"> <li>Springboard to Transfer Learning Community piloted</li> <li>Reading Video produced to document students' experiences with reading college texts</li> </ul>
<b>Learning Connection Academic Support Services piloted</b> - Fall 2005 to present	<ul style="list-style-type: none"> <li>100+ tutors/peer leaders hired to provide student assistance</li> </ul>	<ul style="list-style-type: none"> <li>To provide effective, faculty-driven, research-based academic support services</li> </ul>
<b>Visits to/Consultations with colleges with model programs</b> – 2005-2006	<ul style="list-style-type: none"> <li>5 faculty visiting/ consulting with De Anza, Evergreen, Pasadena, San Jose City, Chaffey &amp; Cabrillo Colleges</li> </ul>	<ul style="list-style-type: none"> <li>To study and observe successful programs and practices which demonstrate success with student learning outcomes</li> </ul>
<b>Basic Skills Initiative Projects piloted</b> - Fall 2006 to present	<ul style="list-style-type: none"> <li>12 Faculty Projects led by faculty teams</li> </ul>	<ul style="list-style-type: none"> <li>To pilot projects targeting improving basic skills instruction and learning</li> </ul>
<b>District Marketing Survey</b> - Spring 2007	<ul style="list-style-type: none"> <li>1,100 high school students, community members and employers surveyed</li> </ul>	<ul style="list-style-type: none"> <li>To assess the community's needs and their perception of Chabot College</li> </ul>
<b>Student Learning Outcomes Committee formed</b> – Spring 2007	<ul style="list-style-type: none"> <li>9 faculty and 2 administrators representing</li> </ul>	<ul style="list-style-type: none"> <li>To coordinate and formalize the development and use of student learning outcomes for assessing student learning</li> </ul>
<b>Student Accreditation Survey</b> - Fall 2007	<ul style="list-style-type: none"> <li>1,400 Chabot students</li> </ul>	<ul style="list-style-type: none"> <li>To assess student experiences, attitudes and perceptions of the effectiveness of academic programs and student services</li> </ul>
<b>Attendance at Regional Basic Skills Conferences</b> – Fall 2007	<ul style="list-style-type: none"> <li>20 faculty/counselors &amp; staff attended conferences at Laney College &amp; San Jose State</li> </ul>	<ul style="list-style-type: none"> <li>To present and share activities, progress and results of basic skills projects in the region and statewide</li> </ul>
<b>Faculty Senate Basic Skills Committee formed</b> – Fall 2007	<ul style="list-style-type: none"> <li>16 faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>To develop, recommend, coordinate and implement strategies that help Chabot students successfully acquire the basic skills necessary for their future development</li> </ul>
<b>Faculty/Staff Accreditation Survey</b> – Spring 2008	<ul style="list-style-type: none"> <li>545 Chabot faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>To assess faculty and staff experiences, attitudes and perceptions of the effectiveness of the college in meeting accreditation standards</li> </ul>
<b>Planning, Development and Submission of Title III Proposal</b> – 2006-08	<ul style="list-style-type: none"> <li>Proposal planning team of 10 faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>Secure funding to support developmental student success across the curriculum</li> </ul>

## 1. Analysis of Institutional Strengths and Weaknesses/Significant Problems

### ACADEMIC PROGRAMS

An analysis of initiatives and findings has produced a data-driven, institutional understanding of our strengths and significant problems. Addressing these problems has been the focus of Title III planning. Armed with this comprehensive analysis, Chabot now seeks stronger, sustainable change throughout the institution.

STRENGTHS OF ACADEMIC PROGRAMS
<ul style="list-style-type: none"><li>• Extensive depth and breadth of academic programs.</li><li>• Varied, strong instructional programs and course offerings.</li><li>• Quality instruction and dedication of staff.</li><li>• Highly motivated faculty that nurtures a culture of inquiry.</li><li>• Online midterm progress reports from faculty sent to at-risk students.</li><li>• Innovative instructional models such as PACE, <i>Puente</i>, and <i>Daraja</i>.</li><li>• Excellent, innovative programs such as Forensics, Interdisciplinary Studies in Literature and Science (ISLS), and the Learning Connection (Writing and Reading Across the Curriculum [WRAC] Center, math lab, the language center, Peer Advising, and other learning support).</li><li>• Premiere vocational programs (nursing, dental hygiene, welding, automotive technology).</li><li>• Outstanding special student programs such as Disabled Students Program and Services (DSPS), Extended Opportunity Programs and Services (EOPS) and CalWORKS.</li><li>• Solid foundation of learning resources widely accessible to students.</li></ul>

Chabot College offers over 100 varied and strong instructional programs of study, many of which are recognized locally, statewide and nationally to be **exemplary, unique, and innovative**. Many of our vocational programs have earned a reputation for excellence across the state and make vital contributions to the Bay Area economy and are recognized nationally. The college's transfer programs in chemistry and anthropology are highly respected in the Bay area and two of Chabot's Learning Communities, the *Puente* Project and the *Daraja* Program, are state and nation-wide models of Learning Communities.

Chabot has implemented several innovative initiatives from 2005-08 through a **Carnegie Foundation** grant [Strengthening Pre-collegiate Education in Community Colleges (SPECC)], the **California Basic Skills Initiative**, and institutional efforts to support developmental

education. Initiatives included a focus on student learning and becoming a learner-centered college, piloting faculty inquiry projects, creating a new learning community for transfer students, and strengthening Supplemental Instruction for higher numbers of low-income, first generation, and developmental students. As summarized by the following table, these projects have resulted in higher-than-average success and persistence rates for student participants. In addition, higher-than-average student engagement in learning has been demonstrated in several projects, and this engagement in learning has been associated with the higher persistence rates.

<b>Pilot Projects</b>	<b>Evidence of Effectiveness</b>
Developmental Math Mastery Learning	<ul style="list-style-type: none"> <li>• Students had success rates of 53% to 76%, much higher than the 42% average success rate in developmental math courses.</li> <li>• Faculty noted that the Mastery Learning students were better prepared in their next-level math course.</li> <li>• Comments from students included, “When I had to study and re-take the quiz, I really understood what I’d done wrong.”</li> </ul>
<i>Springboard to Transfer Learning Community</i>	<ul style="list-style-type: none"> <li>• 2005 first cohort <i>Springboard</i> students averaged significantly higher engagement in learning rates (70%) than the overall Fall 2005 college baseline (49%).</li> <li>• 2005 first cohort <i>Springboard</i> students had significantly higher persistence (79%) and success rates (87%) than their counterparts in the other developmental English classes.</li> <li>• 26% of first cohort <i>Springboard</i> students had completed all English developmental and transfer-level curriculum compared to 16% who had not enrolled in a learning community.</li> </ul>
New, additional Learning Support Services (a.k.a. the Learning Connection):  <i>Peer-Led Team Learning (PLTL)/Supplemental Instruction</i>  <i>In-class Learning Assistants (LA)</i>	<ul style="list-style-type: none"> <li>• Students in programs that included additional learning and student support services averaged higher engagement in learning rates (56%) than the overall college Fall 2005 baseline (49%).</li> <li>• Successful course completion rates for students in pre-collegiate, transfer, and Career Technical Education courses that were supported by PLTL and LA were 10-36% higher when compared to other comparable course sections.</li> <li>• Students showed increased success in courses such as Introduction to College Chemistry (+10%), Business Accounting (+36%), and Spanish 1B (+21%).</li> </ul>

Many of these pilot initiatives have resulted in productive interdisciplinary collaborations, making Chabot well-positioned to expand upon the benefits of these initiatives to more students.

Despite these strengths, many challenges remain. The Title III planning team concluded that the most critical challenge facing Chabot is that too many students across the curriculum fail to persist and succeed in their educational goals. Weaknesses and significant problems in academic programs are summarized in the narrative below.

<b>WEAKNESSES OF ACADEMIC PROGRAMS, 2005-08</b>
<ul style="list-style-type: none"><li>• Low successful course completion and persistence rates overall and in developmental courses.</li><li>• No overall Professional Development plan to meet institutional priorities.</li><li>• High part-time/full-time faculty ratio (321:191) leads to inconsistencies in expectations, instruction, and assessment.</li><li>• Part-time adjunct faculty training and instruction not necessarily aligned with full-time faculty training, curriculum or instruction.</li><li>• Limited student access to online support, tutorials, and learning support services.</li></ul>

**Significant Problem #1: Course success and student persistence to the next course particularly among developmental students, are too low.**

Low course success and student persistence characterizes the Chabot student population. According to the Office of Institutional Research, in Fall 2006, only 65% of students succeeded in their courses<sup>1</sup> and only 48% of degree-seeking students persisted from Fall 2006 to Fall 2007. Among new students enrolling at Chabot each fall, more than 40% intend to transfer; however, only 13% of new Fall 2003 students became transfer-ready within four years (by summer 2007). Equally discouraging, while 9% of Fall 2003 new students enrolled with a goal of earning an Associate's degree, **only 8%** of those with the Associate's degree goal had achieved that goal four years later (Office of Institutional Research, 2008).

**Of the approximately 2,600 new students that enroll at Chabot each fall, 92% require developmental coursework in either mathematics or English**, as compared to 42% of new community college students nationwide (U.S. NCES, *Condition of Education*, 2000; Office of Institutional Research, 2008). Once enrolled, Chabot students struggle to master foundational

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<sup>1</sup> Course success rate = Number of grades of A, B, C, or Credit as a percent of total course enrollment on census date

skills: only 58% of developmental English students and 42% of developmental math students succeed in these courses each semester (Office of Institutional Research, 2008).

<b>Success Rates in Developmental English and Math Courses</b>					
	<b>Fall 04</b>	<b>Fall 05</b>	<b>Fall 06</b>	<b>Fall 07</b>	<b>Average 04-07</b>
Basic Skills English I (English 101A)	56%	58%	58%	48%	<b>55%</b>
Basic Skills English II (English 101B)	64%	60%	68%	61%	<b>63%</b>
Basic Skills English Accel. (English 102)	59%	55%	66%	57%	<b>59%</b>
<b>English 2004-07 AVERAGE</b>	<b>59%</b>	<b>57%</b>	<b>63%</b>	<b>54%</b>	<b>58%</b>
Basic Math (Math 105)	51%	41%	43%	41%	<b>45%</b>
Elementary Algebra (Math 65)	41%	45%	44%	35%	<b>41%</b>
Intermediate Algebra (Math 55)	46%	38%	43%	39%	<b>42%</b>
<b>Math 2004-07 AVERAGE</b>	<b>46%</b>	<b>42%</b>	<b>43%</b>	<b>38%</b>	<b>42%</b>
<b>ALL DEVELOPMENTAL COURSES 2004-07 AVERAGE</b>	<b>51%</b>	<b>49%</b>	<b>52%</b>	<b>47%</b>	<b>50%</b>

*SOURCE: Data for Developmental Education, Office of Institutional Research, Fall 2008*

Lack of success in developmental courses discourages students from persisting to an intended degree or certificate. Even among students who succeed in these courses, persistence to higher-level coursework is challenging. Of students who succeed in the entry-level developmental English or mathematics course, only 56% of the English students and 40% of the mathematics students persist and succeed in the next-level course. Next-level course success rates for Elementary and Intermediate Algebra are even lower – only 22% and 35% (Office of Institutional Research, 2008).

<b>Next-level Course Success Rates<sup>2</sup> Developmental English and Math Courses Fall 2005 students by Summer 2007 (2 years)</b>	
Basic Skills English I (English 101A)	56%
Basic Skills English II (English 101B)	67%
Basic Skills English Accelerated. (English 102)	70%
Basic Math (Math 105)	40%
Elementary Algebra (Math 65)	22%
Intermediate Algebra (Math 55)	35%

*SOURCE: Course sequences, Fall 2005 cohorts, Office of Institutional Research, Fall 2008*

Students who start in Basic Math, the entry-level math course, face a daunting climb through

<sup>2</sup> Next-course success rate = Of students who succeed in the original course, the percent that persist and succeed in the next-level course within 2 years.

three levels of developmental math courses before they can enroll in their first college level mathematics course; only 11% of students who start in Basic Math will ever reach the college level math course (Office of Institutional Research, 2008). Overall, from Fall 2006 to Fall 2007, the fall-to-fall persistence rate among developmental students was only 59%.

**Significant Problem #2: Insufficient professional development opportunities and infrastructure to support the development and expansion of successful developmental education strategies that improve student learning.**

These weaknesses/significant problems in academic programs are exacerbated by an inadequate faculty/staff development program that lacks comprehensiveness and focus. Considering the extremely large population of new, incoming student placing in developmental courses (92%), it is clear that **all faculty have developmental students in their classes**. The lack of a focused faculty/staff development program leaves faculty and staff ill-equipped to address the challenges students face and unable to capitalize on strategies that have worked for other faculty.

In 2003, the State of California eliminated all funds for community college faculty and staff development. With a small amount of discretionary funds, Chabot’s Staff Development Committee sends a handful of staff and faculty to conferences each year and organizes college-wide workshops on teaching and learning twice per year on college in-service Flex Days. Despite these efforts, students indicate that **instructors spend most of the classroom time lecturing**, with less time using other instructional methods or working one-on-one with students.

<i>Accreditation Survey Question - Averaging all your classes over all your semesters at Chabot, how much of your classroom time has been spent in:</i>	<b>% responding Most or All</b>
Lectures: speaking or presenting only	52%
Lectures: with interactions/discussions	44%
Multimedia presentations using computers, Powerpoint, video, slides, etc.	27%
In-class discussions involving the whole class	37%
In-class discussions or activities in small groups	29%
Active/hands-on activities (experimenting, performing, creating, practicing, etc.)	25%
Working one-on-one with instructor during class	12%

**SOURCE:** Fall 2007 Student Accreditation Survey, Office of Institutional Research

This evidence reveals that faculty are **unfamiliar with and/or underutilize a variety of pedagogical methods** that are successful with developmental students and other populations (e.g. students with learning disabilities; ESL). A review of faculty credentials shows that faculty are content-area experts; few have any formal preparation in effective pedagogy. Survey results indicate that **most faculty have little experience or preparation to serve as facilitators of learning rather than lecturers**. Considering the plethora of research documenting that students learn and access information in multiple ways, employing a limited number of instructional methods **limits access to the curriculum and does not accommodate diversity in learning styles** (Boykin, 1986; Dunn, Beaudrey, & Klavas, 1989; Thompson, Entwisle, Alexander, & Sundius, 1992). In addition, recent Measure B bond funding (\$253 million bond) for facilities improvement, has left Chabot with new SMART classrooms but without funds for training faculty and staff on how to use the new technology and integrate it effectively in instruction.

In response, as cited previously, Chabot faculty and staff have collaboratively developed and piloted many successful learning interventions and curriculum models that are not communicated and/or replicated across campus and thus serve only a small proportion of students. Although Chabot has many centers, services and instructional interventions; over time, there has been a **lack of synergy and coordination** between them. This fragmentation results in unfocused professional development, poor collaboration across disciplines, inadequate assessment of student learning and program evaluation, fragmented support services and the inability to replicate successful strategies across campus; all seriously compromising the improvement of learning at Chabot. Faculty, staff, and administrators all concur that **the infrastructure to support these efforts is insufficient to affect faculty-wide change**.

A lack of infrastructure prevents faculty and staff from a **thoughtful and cost-effective**

**development and expansion of these projects** making both teaching and learning difficult to improve. Faculty and staff feedback on surveys from 2007-08 in-service activities echo these sentiments. One faculty member remarked, “We need to have ways of following up on the problems addressed in workshops. Great to have a sense about the problems. But that’s not enough.” Other comments included requests for specific training about working with groups, classroom management strategies, using classroom assessments, “what worked” panels, following-up on the problems addressed during in-service workshops, and collaboration with other departments and disciplines.

### INSTITUTIONAL MANAGEMENT

STRENGTHS OF INSTITUTIONAL MANAGEMENT
<ul style="list-style-type: none"><li>• Active Office of Institutional Research supports effective decision-making.</li><li>• Strong collaborative governance process that involves all college constituencies.</li><li>• Enrollment management effort using data-based decision-making.</li><li>• Use of eLumen software that tracks and analyzes progress on student learning outcomes.</li><li>• DegreeWORKS online educational planning system will help students complete online educational plans and find Chabot courses that meet their educational goals</li></ul>

Chabot has a **learning-centered, data-driven planning process**. It is based on a collaborative governance model where all college committees, including the planning council, are comprised of representatives from all parts of the college: faculty, staff, administrators, and students. Internal and external data is regularly used in the planning process to guide decision-making. The Program Review process is driven by student success data, based upon faculty inquiry, and provides valuable recommendations for planning. Additionally, in 2004, the college adopted the following **College-wide Learning Goals** after a rigorous broad-based decision-making, research and design process: Communication, Critical Thinking, Global and Cultural Involvement & Responsibility, Development of the Whole Person. Progress towards these goals is regularly evaluated through biennial Student Satisfaction Surveys: in Fall 2007, 66-80% of students indicated that they made some or a lot of progress in these areas.

**WEAKNESSES OF INSTITUTIONAL MANAGEMENT**

- Organizational structure does not support and promote innovation.
- Inadequate assessment of student learning.
- Collaboration among disciplines is not fostered by the institution.
- Few formal opportunities to exchange information about departments and programs and to develop uniform goals for community-building activities.
- Professional development is insufficient for defining and assessing student learning outcomes.
- “Closing the loop” in the cycle of assessment and improvement needs to be strengthened.

**Significant Problem #3: Assessment of student learning outcomes is disconnected from efforts to improve student learning, threatening accreditation and institutional effectiveness.**

Historically, the college has not effectively used learning assessment data and program evaluations to improve student learning, as noted in previous accreditation reports. In 2009, Chabot faces a new set of accreditation standards focused on the assessment of student learning. The college must show student learning outcomes at the course, program, and general education core levels, assess student achievement of those outcomes, and use results to improve learning. A Student Learning Outcomes and Assessment Committee and a Basic Skills Committee were both formed in the last two years to help tackle the challenges Chabot faces in improving student learning outcomes and assessing institutional effectiveness. However, only 10% of Chabot’s courses have developed student learning outcomes, 2% of courses have program-level student learning outcomes established, and very few courses/ programs have developed assessments of their student learning outcomes. This seriously hampers our efforts to improve student learning, illustrating the **disconnectedness of using learning assessment results to inform instruction**. Additionally, the high adjunct to full-time faculty ratio (321:191) makes curriculum alignment and ensuring consistent student learning outcomes across course sections difficult. In order to meet these standards and to create a campus-wide culture of using assessment to improve instruction and student learning, the development and assessment of student learning outcomes must be completed.

To exacerbate matters, Chabot’s *Strategic Plan* goal of becoming a learning-centered institution **requires changes in curriculum, pedagogy, and assessment**. Becoming a learning-centered college emphasizes student outcomes and competency-based frameworks, collaborative learning, asynchronous learning, and interdisciplinary instruction. Faculty and staff are critically under-supported for this change and the college lacks the infrastructure and staffing to support this work. To further the “learning college” mission, faculty and staff need to be supported in developing new skills and competencies to make instructional and curricular changes and to embrace their roles as leaders of a learning-centered environment.

### FISCAL STABILITY

STRENGTHS OF FISCAL STABILITY
<ul style="list-style-type: none"><li>• Excellent, well-maintained campus facilities supported by the passage of bond funding.</li><li>• Quality and depth of college/district facilities planning.</li><li>• Strong evidence of effective financial planning, control, and oversight.</li><li>• Improved budget development and management.</li><li>• Enrollment management committee has learned to better utilize resources.</li><li>• College is handling WSCH/FTEF well due to the enrollment management process.</li></ul>

Residents recently passed a \$253 million bond measure to fund facility improvements, renovate aging buildings and build new facilities. This significantly strengthens the **fiscal health** of our institution and supports the planned **expansion and consolidation** of support programs and services, professional development resources, and Library Services into one new building (est. completion Fall 2010). Currently, learning support services are located in different buildings across campus and students must travel from building to building to access services.

There is also a large, stable pool of highly qualified adjunct faculty, many of whom have taught at Chabot for 10 or more years. Employing adjuncts allows the college to remain flexible and responsive to student demand while maintaining lower costs. Chabot also operates a Grant Development Office and a Foundation that support faculty and staff in developing grant proposals and leveraging external funding. Recent faculty/staff funded proposals include two

federal TRIO grants, Talent Search and Student Support Services.

In addition, the college maintains strong fiscal stewardship and several levels of financial oversight, from the Board of Trustees to the college Budget Committee, with all college administrators involved in fiscal management. The Budget Committee reports to the Institutional Planning and Budget Council (IPBC) and monitors each unit's financial performance and recommends resource allocations based on *Strategic Plan* priorities. The budget process provides opportunities for input into resource allocation. Chabot's strong fiscal stewardship and resource development efforts have maintained the integrity of the institution in the face of California's historic budget deficit.

<b>WEAKNESSES OF FISCAL STABILITY</b>
<ul style="list-style-type: none"><li>• Historic California state budget deficit resulting in statewide cuts in education funding.</li><li>• Funds from enrollment growth backfilled budget deficit from funding cuts.</li><li>• Low retention and persistence rates results in lower funding allocations.</li><li>• College foundation is young and still developing its donor base.</li></ul>

**Significant Problem #4: Low persistence rates representing a loss in potential revenues seriously curtail the college's growth and self-sufficiency.**

California faces one of its largest budget deficits in state history and ranks 45<sup>th</sup> lowest in the nation in community college per-pupil spending. Funds from Chabot's 5% enrollment growth (2006-08) are being used to backfill funding cuts. State community college funding lags behind inflation and is inadequate in the face of the increasing costs of goods and services. While the state maintains its open enrollment policy, funds have also not kept up with the needs of an increasingly diverse population that requires additional services (e.g., students with disabilities, CalWORKS, ESL students, financial aid, developmental education, etc.). Although the construction bond measure helped alleviate strains on capital purchases and facility needs, no operational funding is available to develop new or expand proven programs and services. This seriously affects the quality, breadth and availability of services for Chabot students.

Compounding these fiscal challenges are low persistence rates, representing lost revenue from students who drop out. The loss in potential revenue from students who do not persist from one year to another represents \$9,834,739<sup>3</sup>. Further, resources expended to recruit, admit, counsel and instruct these students become a lost investment. Increasing student persistence will increase revenues as more students enroll and stay in school. This fiscal stability will allow for necessary investments in instructional and student services delivery. Leaving these significant problems and weaknesses unaddressed seriously hampers the college’s ability to meet the needs of postsecondary students while inhibiting the college’s growth and self-sufficiency.

**2-3. Goals and Objectives of the Comprehensive Development Plan (CDP)**

Chabot’s CDP goals and objectives flow directly from those in Chabot’s *Strategic Plan (SP)*. *SP Goals* have been excerpted and cited as they relate to Chabot’s Title III Activity: ***Improving Basic Skills Across the Curriculum to Increase Student Success, Persistence, and Institutional Effectiveness***. CDP outcome-based objectives developed by the college are specific, measurable, and realistic, and when achieved, will contribute to the growth and self-sufficiency of the college. Funds for the Title III Activity will enable the college to complete these goals within a five-year period. Please see the table below for a detailed list of the CDP Goals and Objectives.

**Five-Year (2008-2013) Comprehensive Development Plan Goals and Objectives**

ACADEMIC PROGRAMS	
CDP Goals	CDP Objectives
CDP Goal 1. Increase success and persistence in developmental courses. ( <i>SP Goal 19</i> )	<p><u>Objective 1.1</u> By September 2013, increase course success<sup>4</sup> in developmental courses from an average baseline of 50% in 2004-07 to 55% in 2012-13.</p> <p><u>Objective 1.2</u> By September 30, 2013, increase the next-level course success rates<sup>5</sup> of students in developmental English and math courses by 10% from a Fall 2005 cohort baseline of 56% (Eng</p>

<sup>3</sup> This figure represents 7,451 students (52% out of 14,328 students) who do not persist from fall-to-fall semesters, translating into 2,235 FTES (0.3 FTES/student) x \$4,400/FTES = \$9,834,739.

<sup>4</sup> Success = Completing the course with a grade of A, B, C, or Credit.

<sup>5</sup> Of students who succeed in the first course, the percent that persist and succeed in the next course within two years (see pg. 7 for course sequence).

	<p>101A), 67% (Eng 101B), 70% (Eng 102), 40% (Math 105), 22% (Math 65), and 35% (Math 55).</p> <p><u>Objective 1.3</u> By September 2013, increase fall-to-fall persistence<sup>6</sup> of students in developmental courses from an average baseline of 59% in 2006-07 % to 64% in Fall 2012-13.</p> <p><u>Objective 1.4</u> By September 2013, increase students' engagement in learning<sup>7</sup> by 10% from an average baseline of 45% (math) and 53% (English) in Fall 2007 to 55% (math) and 63% (English) in Fall 2013 for students in FIG developmental cohort courses.</p>
<p><u>CDP Goal 2.</u> Increase success and persistence in courses supported by learning support services.</p>	<p><u>Objective 2.1</u> By September 2013, increase course success rates in courses supported by learning support services from a baseline of 52% in 2006-07 to 67% in 2012-13.</p> <p><u>Objective 2.2</u> By September 2013, increase student fall-to-fall persistence rates of students in supported courses from an average baseline of 48% in 2006-07 to 63% in 2012-13.</p> <p><u>Objective 2.3</u> By September 2013, increase by 15% student engagement in learning of students in courses using new learning support services above the college baseline of 40% (math and related courses) and 50% (English and all other courses).</p>
<p><b>INSTITUTIONAL MANAGEMENT AND FISCAL STABILITY</b></p>	
<p><u>CDP Goal 3.</u> Develop student learning outcomes and appropriate assessments at the course, program and college level. (<i>SP Goal 14</i>)</p>	<p><u>Objective 3.1</u> By September 2013, increase the number of course-level student learning outcomes from a Fall 2007 baseline of 10% of courses to 90% of courses in 2012-13.</p> <p><u>Objective 3.2</u> By September 2013, increase the number of course-level student learning outcomes that are assessed from a Fall 2007 baseline of 2% of courses to 50% of courses in 2012-13.</p>
<p><u>CDP Goal 4.</u> Maintain and increase enrollment by increasing persistence. (<i>SP Goal 8</i>)</p>	<p><u>Objective 4.1</u> By September 2013, increase overall fall-to-fall persistence of degree-seeking students from 48% in 2006-07 to 53% in 2012-13.</p>

**4. Institutionalizing Practices and Improvements [CFR 606.22(a)(4)]**

The Title III Activity places all activities under the Chabot College President working with the Vice President of Academic Services, the Vice President of Student Services, and the Coordinator of Institutional Research and Grants. Because the Title III project goals and objectives flow directly from Chabot’s Institutional *Strategic Plan*, the project is already a priority for the college’s faculty, staff and administrators and under the direct responsibility of the highest levels of administration. Thus, institutionalization begins during the first year of the

<sup>6</sup> Persistence = # of students enrolled in FIG cohort course in term 1/ # of cohort students enrolled in any course in term 2.

<sup>7</sup> Student involvement in their studies as measured by survey scale (see evaluation section for detailed explanation).

grant and project activities are seamlessly integrated into the regular operations of the college.

The following details the institutionalization practices that have been developed:

**Years 1-5:** Institutionalization begins Year One of the grant with the college picking up an increasing percentage of the personnel costs annually. By year six, the Center for Teaching and Learning (CTL) Coordinator, the Learning Assessment Coordinator, tutors/peer leaders, and Early Intervention Specialist will become college-funded.

The Center for Teaching and Learning website will be integrated into the Chabot College website and operated under the direction of the Vice President of Academic Services with **college-funded on-going technical support** provided by the Webmaster.

College-wide Symposia costs will be paid by the college and will be integrated with college-wide Flex Day workshops. To institutionalize professional development activities, the college will leverage project funds with college staff development funds throughout the project. Staff development funds will pay for faculty attendance at any additional professional workshops and seminars as faculty implement their modifications and improvements. Any new curricula developed each year will be submitted to the Curriculum Committee for approval in the fall prior to the initial fall offering each year.

An **endowment fund** comprised of \$250,000 in Title III funds and matched 1:1 for every federal dollar will yield a total of \$500,000. Assuming a 5% spending policy on the college's matching \$250,000, it is estimated that \$12,500 annually will be available. Funds could help sustain the Title III Center for Teaching and Learning (CTL) faculty development program and new implementation strategies after grant funding ceases. Funds will be used for training and stipends to continue development efforts. Also, honoraria/fees for visiting scholars or special speakers would be available for training and assistance in new curricula development. At a minimum, the

endowment fund could support these activities with Chabot funding additional expenses.

Purpose	Endowment	College
■ 10 faculty stipends of \$750 each for continued professional development in learning-centered pedagogy plus \$880 fringe benefits [ $\$750 \times 10 = \$7,500$ ]	\$8,380	
■ Faculty/counselor extra-hourly for continued curriculum development		\$6,152
■ 5 days of \$500 per day of honoraria/consultant fees for visiting scholars plus travel for two trips at \$1,250 each (airfare, hotel, per diem) [ $\$2,500 + \$2,500$ ]		\$5,000
■ Center for Teaching and Learning resources and development materials	\$4,120	
■ Center for Teaching and Learning Coordinator (0.5 FTEF) + fringe benefits (adjunct backfill rate of 7.7%)		\$43,509
■ Learning Assessment Coordinator (0.5 FTEF) + fringe benefits (adjunct backfill rate of 7.7%)		\$43,509
■ Early Intervention Specialist (0.5 FTE) + 33% fringe benefits		\$37,240
■ Peer tutors/leaders (15 tutors/yr x 8 hrs/wk @ \$9.25 /hr x 30 wks)		\$44,400
<b>TOTAL</b>	<b>\$12,500</b>	<b>\$179,810</b>

**Year 6:** As demonstrated in the budget, the college will continue to assume an additional 10-25% of personnel costs annually (depending on the line item) until they become fully college-supported in Year 6. Costs will be paid by the college as follows: 1) CTL Coordinator and honoraria/consultant fees funded with Staff Development funds; 2) Faculty/counselor extra-hourly, the Learning Assessment Coordinator, and peer tutors/leaders will be funded with instructional/academic program general funding; and 3) the Early Intervention Specialist will be funded with student services program general funding. As the Title III Activity directly supports institutional priorities, the President, College Council, and the Institutional Planning and Budget Council have all committed to these positions over the next five years. In addition, by year six there will be three clear tangible results in place:

- |   |
|---|
| <p><b>1. Curriculum for on-going faculty/staff development programs</b> – Curriculum for training new faculty and updating existing faculty will have already been developed and be available through the CTL website and workshops at future Flex Days.</p>  |
| <p><b>2. Development, assessment, replication and dissemination of successful strategies</b> - By year 6, approximately 70% of our fulltime faculty and 20% of adjunct faculty will have participated in the faculty development program and have pilot-tested or replicated new learning strategies, alternative delivery methods or teaching improvements. Impacts on student learning outcomes will also have been assessed and evaluated. Faculty will also have been trained to the point where they could complete a major program redesign in developmental studies.</p> |

**3. The Center for Teaching and Learning (CTL)** – With a permanent physical home slated to be completed in 2010, the CTL and Learning Connection will be a one-stop teaching and learning center. Our new CTL will ensure that assessment-based instructional innovations are continued beyond the grant period and that faculty are supported in their efforts. The CTL will be the showcase and repository of our successful efforts and serve as a college resource for years to come.

Additionally, we anticipate that more students will succeed and persist as faculty partner with counselors, instructors in other disciplines, and learning support programs. Research has shown that improving student outcomes and reducing attrition in high demand developmental and general education courses does translate into cost savings for community colleges (Noel-Levitz; Adelman, McCabe). Institutionalization expenses should be offset through the increase in state reimbursement from increased student persistence. If overall fall-to-fall persistence is increased by 5% or 210 FTES (700 students) over five years as stated in Objective 4.1, the college would receive an additional \$924,000 over five years (210 FTES x \$4,400/FTES) or \$184,800 in annual state revenue, exceeding the college costs shown previously.

**B. QUALITY OF ACTIVITY OBJECTIVES** [34 CFR 606.22(b)]

**TITLE III ACTIVITY NARRATIVE**

Chabot's one Title III Activity: *Improving Basic Skills Across the Curriculum to Increase Student Success, Persistence, and Institutional Effectiveness* is comprised of three components.

**Component 1: Focused Faculty Training for the Development and Replication of Successful Strategies for Under-prepared Students**

This component has emerged from the work done by successful pilot projects as discussed in the Academic Strengths section. Much of this work was made possible by **Faculty Inquiry Groups (FIGs)**, interdisciplinary groups of faculty/counselors that examine existing evidence and data about student learning and center their work around a common problem. FIGs provide its members with assistance, collaborate, and share strategies as FIG members implement projects to strengthen learning. FIGs have nurtured a culture of faculty inquiry, which spawned

multiple successful pilot projects focused on effective pedagogical methods and practices and learning support services that are integrated with instruction. The Title III Activity capitalizes on this culture of inquiry so successful strategies can be replicated and new strategies developed.

Five Faculty Leads will lead five FIGs each consisting of 7 full-time faculty/counselors and 3 senior adjuncts (50 participants). Ten (10) new participants will be added each year for a total of 90 faculty/counselors over 5 years. This involves 63 full-time faculty/counselors (33% of full-time faculty) and 27 senior adjunct faculty (8% of adjunct faculty). Two FIGs will focus exclusively on improving developmental English Language Skills and Math/Quantitative Reasoning Skills while the other 3 FIGs will be comprised of faculty/counselors focused on improving basic skills across the curriculum. Courses that have not established/assessed student learning outcomes will be targeted for participation.

Each Faculty Inquiry Group will participate in a 12-hour training program focused on teaching basic skills across the curriculum. The training will include the special topics in the table below. The college will underwrite any additional training funds needed through Staff Development funds.

<b>Training Topics for Faculty Inquiry Groups</b>
<ul style="list-style-type: none"><li>• Learning theory and curriculum design</li><li>• The use of instructional technologies</li><li>• Effective strategies in developmental education such as Learning Communities, Mastery Learning, Reading Apprenticeship and connecting learning support services to coursework</li><li>• Recognizing learning disabilities and using simple interventions</li><li>• Matching teaching styles with student learning styles</li><li>• Integrating study skills/college skills into the curriculum</li><li>• Developing and using student learning outcomes effectively</li></ul>

After completing training, each participant will then 1) design an assessment of student learning outcomes; 2) implement a curriculum or program modification, new instructional method, or learning support intervention; and 3) assess its effectiveness. FIGs will meet bimonthly to dis-

discuss challenges, progress, and results of their FIG projects. As there are faculty at varying stages of the development process (i.e. development, pilot testing, assessment and replication), Chabot has designed this Title III Activity to be flexible, yet effective and reflective of faculty needs.

**Component 2: Development and Expansion of Academic Learning Support and Early Intervention Activities**

*1. Academic Learning Support Services* are provided by the Learning Connection. Tutors and peer leaders provide tutoring in subjects across the curriculum: math, reading and writing, ESL, world languages, speech, sciences and social sciences. The tutors are all trained in both tutoring theory and good practice and in tutoring in their content areas. Content-area tutor trainers are faculty from across the curriculum. The demand for learning support services will likely increase as faculty integrate learning support services into instruction and coursework. This may include further development of Peer Led Team Learning; in-class Learning Assistants; study groups, Supplemental Instruction, one-on-one and small group tutorials.

*2. Early Intervention Activities:* Math faculty will pilot review workshops for 30-60 students per year (150-300 students over five years) in which individualized study plans are set based on initial assessment of students' skill levels. This program will operate as a stand-alone math course during regular semesters and in partnership with summer bridge programs (e.g., Educational Opportunity Programs and Services, Counseling). Working with counselors, math faculty will help students set their early educational course work in math by matching their educational goals with different pathways of courses offered by the math department. Each semester, faculty will be able to direct struggling students to the workshop. In addition, early Intervention Specialists will also work with faculty/counselors to conduct early and intrusive interventions via personal telephone calls to students reminding them of important dates and tasks (e.g., following up on faculty requests, add/drop dates, transfer workshops, etc.) and

referral to support services.

**Component 3: Creating an Infrastructure for the Replication and Dissemination of Successful Strategies for Developmental Students**

Results from FIG projects (e.g., curriculum, resources, and materials) will be centralized in the Center for Teaching and Learning and its website. Progress, resources and curriculum developed, and the results from faculty development activities will be shared at **CTL Symposia** twice per year and integrated into college Flex Day activities. The CTL Coordinator and Learning Assessment Coordinator will work with faculty and staff to make data and assessment results widely available to college constituencies and collaborative governance committees to ensure informed planning, resource allocation, and decision-making. The CTL will assume responsibility for meeting the training needs of Chabot faculty. After the grant expires, new practices will be sustained with income from the endowment fund and college resources.

**Component 4: Support the Development and Assessment of Student Learning Outcomes**

Each FIG participant will develop course-level student learning outcome(s) (if they have not been developed already) and design an assessment instrument that measures the student learning outcomes for that course. The Learning Assessment Coordinator will work with FIG participants, in coordination with the Faculty Leads, to develop appropriate student learning outcomes, assessments, and tracking systems to ensure that outcomes are assessed and reported. Results will be used to modify curriculum and instruction and inform the design of FIG projects.

**1. Measurable and Realistic Activity Objectives**

The Title III Activity objectives and performance indicators on the next pages directly address CDP Problems, goals and objectives. Objectives are outcome-based, measurable, realistic and achievable.

<b>TITLE III MEASURABLE ACTIVITY OBJECTIVES AND TARGETS BY YEAR</b>						<b>RELATED CDP PROB, GOAL &amp; OBJ.</b>
<b>Objective 1(a)</b> By September 30, 2013, increase the course success rate in FIG cohort developmental English and math course sections <sup>8</sup> incrementally from an average baseline of 58% (English) in 2004-07 to 68% in Fall 2013 and from an average baseline of 42% (math) in 2004-07 to 52% in Fall 2013.						CDP Problems 1-4 CDP Goal 1 CDP Objectives 1.1-1.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>60% English 44% math</b>	<b>62% English 46% math</b>	<b>64% English 48% math</b>	<b>66% English 50% math</b>	<b>68% English 52% math</b>	
<b>Objective 1(b)</b> By September 30, 2013, increase the next-level course success rate of developmental English and math students by 10% from a Fall 2005 cohort baseline of 56% (Eng 101A), 67% (Eng 101B), 70% (Eng 102), 40% (Math 105), 22% (Math 65), and 35% (Math 55).						CDP Problems 1-4 CDP Goal 1 CDP Objectives 1.1-1.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>+2% English +2% math</b>	<b>+2% English +2% math</b>	<b>+2% English +2% math</b>	<b>+2% English +2% math</b>	<b>+2% English +2% math</b>	
<b>Objective 1(c)</b> By September 30, 2013, increase the course success rate in at least 60 non-developmental FIG cohort <sup>9</sup> course sections (basic skills across the curriculum) by 10% over an average of the non-FIG sections of the same course.						CDP Problems 1-4 CDP Goal 1 CDP Objectives 1.1-1.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	
<b>Objective 1(d)</b> By September 30, 2013, increase the fall-to-fall persistence rates of students in FIG cohort developmental English and math course sections from a baseline of 59% in Fall 2006 to 69% in Fall 2013.						CDP Problems 1-4 CDP Goal 1 CDP Objectives 1.1-1.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>61%</b>	<b>63%</b>	<b>65%</b>	<b>67%</b>	<b>69%</b>	
<b>Objective 1(e)</b> By September 2013, increase students' engagement in learning by 10% above the Fall 2007 college baseline of 45% (math and related courses) and 53% (English and all other courses) to 55% (math) and 63% (English) in Fall 2013 for students in developmental FIG cohort courses.						CDP Problems 1 CDP Goal 1-2 CDP Objective 1.1-2.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>55% English 47% math</b>	<b>57% English 49% math</b>	<b>59% English 51% math</b>	<b>61% English 53% math</b>	<b>63% English 55% math</b>	

<sup>8</sup> English courses (English 101A, 101B, & 102); developmental math courses (Math 105, 65 & 55).

<sup>9</sup>All FIG cohort course sections will be compared to an average of the non-FIG sections of the same course.

<b>TITLE III MEASURABLE ACTIVITY OBJECTIVES AND TARGETS BY YEAR</b>						<b>RELATED CDP PROB, GOAL &amp; OBJ.</b>
<b>Objective 2(a)</b> By September 30, 2013, increase by 15% the course success of students in course sections with new learning support services when compared to students in sections of the same courses without the services.						CDP Problems 1-4 CDP Goal 2 CDP Objectives 2.1-2.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	
<b>Objective 2(b)</b> By September 30, 2013, increase by 10% the fall-to-fall persistence rates of students in course sections with new learning support services when compared to students in sections of the same courses without the services.						CDP Problems 1-4 CDP Goal 2 CDP Objectives 2.1-2.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	<b>+10%</b>	
<b>Objective 2(c)</b> By September 2013, increase by 15% students' engagement in learning of students in course sections using new learning support services above the Fall 2007 college baseline of 45% (math and related courses) and 53% (English and all other courses) to 60% (math) and 68% (English) in Fall 2013.						CDP Problems 1-4 CDP Goal 2 CDP Objectives 2.1-2.2
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	<b>+15%</b>	
<b>Objective 3(a)</b> By September 30, 2013, increase the number of course-level student learning outcomes from 10% of courses in 2007-08 to 90% in Fall 2013.						CDP Problems 3 CDP Goal 3 CDP Objectives 3.1
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>26%</b>	<b>42%</b>	<b>58%</b>	<b>74%</b>	<b>90%</b>	
<b>Objective 3(b)</b> By September 30, 2013, increase the number of course-level student learning outcomes that are assessed from 2% of courses in 2007-08 to 50% of courses in Fall 2013.						CDP Problems 3 CDP Goal 3 CDP Objectives 3.1
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>15%</b>	<b>23%</b>	<b>32%</b>	<b>41%</b>	<b>50%</b>	
<b>Objective 4(a)</b> By September 2013, increase overall fall-to-fall persistence of degree-seeking students from 48% in 2006-07 to 53% in 2012-13.						CDP Problems 4 CDP Goal 4 CDP Objectives 4.1
<b>YEAR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
<b>TARGET</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>52%</b>	<b>53%</b>	

**2. Relationship of Activity Objectives to CDP Significant Problems and Goals**

The CDP major goals are to increase student success and persistence, improve the quality of instruction and learning support services, increase the level of student engagement in learning, increase the development and assessment of student learning outcomes, and increase the fiscal stability of the college. Based upon comprehensive analysis and institutional planning, Chabot is confident that the Title III Activity Objectives and the strategies used to achieve them will contribute to the attainment of CDP goals and objectives and produce an immediate and long-term response to institutional problems. The table below shows these relationships.

<b>CDP PROBLEMS</b>	<b>CDP GOALS</b>	<b>IMPACT OF ACTIVITY OBJ. ON CDP PROBLEM</b>
Student success and persistence rates of developmental students are too low.	Increase the success and persistence of developmental students	Increases student success and persistence of developmental students.
Insufficient professional development and infrastructure to support the development and expansion of successful developmental education strategies that improve student learning.	Increase retention and persistence of students by developing infrastructure and support for professional development and learning support services	Increases student success and persistence of students across the curriculum who use learning support services that are closely connected to course curriculum.
Assessment of student learning outcomes is disconnected from efforts to improve student learning, threatening accreditation and institutional effectiveness.	Develop student learning outcomes and appropriate assessments at the course, program and college level.	Meaningful assessments of student learning outcomes are developed and used to inform instruction and improve student learning and institutional effectiveness.
Low persistence rates representing a loss in potential revenues seriously curtail the college's growth and self-sufficiency.	Maintain and increase enrollment by increasing persistence.	Increases the overall fall-to-fall persistence of Chabot students resulting in increased revenue from state reimbursement.

**C. IMPLEMENTATION RATIONALE AND STRATEGY [34 CFR 606.22(c)]**

Chabot College and the Title III Planning Team kept a clear focus on building the capacity of the college's faculty and staff and using a comprehensive approach to enhancing student success, retention, and persistence. The implementation strategy evolved from long-range planning, visits to model programs at other colleges in Washington and southern California, visits to our campus from experts in student learning outcomes, discussions with colleagues in higher education,

literature reviews, institutional research data, outcome studies of pilot projects, and progress reports of existing programs on campus that support student learning.

A thorough review of data indicates that Chabot is at a critical point in addressing the needs of developmental students. With 92% of new Chabot students requiring developmental education, it was not difficult determining a target population. Further, the 2005 Chabot Faculty/ Staff Survey, full-time and adjunct instructors found nearly unanimous frustration with academic under-preparedness inhibiting college-level learning. Therefore, this Title III Activity has a strong professional development component interwoven throughout all three components. ***Our vision for the faculty development program is to empower faculty to create change in their classrooms and at the college.***

This vision is directly in line with the March 2007 study by the Center for Student Success of the Research and Planning Group of the California Community Colleges, *Basic Skills as a Foundation for Success in California Community Colleges* states that “faculty play a primary role in planning/implementing staff development activities in support of basic skills programs.” This study documents effective practices in basic skills education via a thorough literature review of 250 sources and an examination of programs in operation. Several of the programs Chabot already has established, such as the Writing and Reading Across the Curriculum (WRAC), and *Daraja* and *Puente* Learning Communities, were studied and cited in this publication. Chabot’s Title III Activity incorporates many of the effective organizational, program, staff development and instructional practices cited in the study.

This study states that professional development opportunities must be “**flexible, varied, and responsive** to the developmental needs of individual faculty, diverse student populations, and coordinated programs/services.” This approach is integral to the Title III Activity design. Faculty

are armed with an arsenal of effective pedagogy, implementation and assessment strategies; given time to pilot at least one curriculum/program/instructional strategy or method (i.e. FIG projects); assess the results; and improve upon their practice. Flexibility was a priority in planning as we did not want faculty to be locked into using a single strategy for success, since content area learning outcomes and student needs differ. Rather, faculty can pilot and evaluate multiple strategies.

The use of **Faculty Inquiry Groups (FIGs)** has also proven to be an effective research-based method for generating instructional improvements (Chism, Sanders and Zitlow, 1986; El-Nemr, 1980). Many of the pilot projects were initiated through FIG projects. Further, in the 2008 Faculty/Staff Accreditation Survey, 43% of faculty indicated that they participated “often” (40% participated “sometimes”) in **thoughtful, reflective dialogues about improving student learning** in meetings with one or more colleagues. FIGs are a proven format for generating FIG project work that will improve student learning and success and initiating focused professional development that supports that work.

FIGs are interdisciplinary groups of faculty and counselors. Bailey and Alfonso concur that fragmented efforts, even when successful, will not improve student success and persistence as effectively as coordinated, integrated efforts across the institution. For example, an excellent counseling program in a college with ineffective teaching will have no effect on student completion rates. Therefore, improving successful course completion rates significantly will require the expansion of pilot programs and the strengthening of related programs and support services” (Bailey, T. & Alfonso, M., 2005). As noted in the Academic Strengths section, there have been several successful pilot projects that have been initiated by faculty. Results from most of these projects are still in preliminary stages but are very promising. These faculty members

are at varying stages of the development process (i.e. development, pilot testing, assessment and replication) which is another reason why Chabot is proposing a Title III Activity that is flexible yet effective and relevant to student needs. These projects are ready to be replicated at the institutional level.

Integrating the training topics listed on page 20, the CTL Coordinator will collaborate and assist FIG leads and participants to initiate and design appropriate training that meet the needs of their instructional areas. The developmental English Language Skills FIG will focus on developing and expanding Learning Communities and Reading Apprenticeship in the classroom. The Math/Quantitative Reasoning Skills FIG will focus on the expansion of Mastery Learning to all developmental math courses and developing short-term review courses. All FIG project efforts will be supported by Learning Connection tutors/peer leaders who will provide learning support services that are integrated with the curriculum.

**Learning Communities** – Chabot is the home for three innovative and successful learning communities: the *Puente* Project, focused on increased Mexican American/Latino student transfers to four-year colleges; *Daraja*, a transfer program focused on African-American authors and themes; and Springboard to Transfer, a learning community for developmental students who want to transfer within three years. Chabot's learning communities have similar program designs in that students are part of a cohort, enroll in a series of courses over several semesters, attend paired courses where faculty have aligned the course curriculum, and receive support services. This model has proven its effectiveness at Chabot as well as in the research. A study sponsored by the National Center on Postsecondary Teaching, Learning and Assessment (Tinto, Love & Russo, 1993) showed that learning communities were effective in increasing student success and retention while also promoting academic and social integration and involvement. Further,

internal research results show that learning communities have consistently higher persistence rates and higher levels of engagement in learning. As part of the Title III Activity, additional tools for faculty will be developed to facilitate replication of learning communities across campus. Workshops will be developed on establishing a learning community and its benefits, what challenges can arise and how to address them, and tools for replication and implementation.

**Reading Apprenticeship (RA)** – RA is a research-based instructional framework for that helps students improve their literacy skills across all subject areas. For the past two years, several faculty members have attended RA train-the-trainer workshops developed by the Strategic Literacy Initiative at WestEd. Several federally-funded research studies have shown Reading Apprenticeship classrooms students make impressive gains in reading achievement. Students whose instructors have participated in Reading Apprenticeship training become more confident, engaged, and strategic readers. Students revealed significant gains in reading proficiency and English learners grew as much as fluent English speakers (Greenleaf, Schoenbach, Cziko and Mueller, 2001).

**Developmental Math Mastery Learning** – Mastery Learning emphasizes individualized instruction and frequent classroom assessment that provides regular reinforcement of concepts through testing. These techniques are particularly effective because they reinforce skills and provide a high degree of structure (Boylan, 2002; Kulik, Kulik, & Bangert-Drowns, 1990). A handful of faculty members have been piloting this strategy in developmental math courses, linking assigned work directly with assessment and using the mastery of foundational math skills as the basis for passing, not just getting a high score on a test; students who pass all 10 mastery quizzes are guaranteed a “C.” Students are supported by Math XL – an online homework, tutorial, and assessment system – where faculty select problems for students to practice online.

Students can complete the problems at home or in a computer lab with tutors. Results have been promising and math faculty would like to build upon these successes by replicating this strategy across the math curriculum, training other faculty and staff in its use, and developing short-term review courses that will allow students to refresh their math skills before taking a math course.

**Integrated Learning Support Services (the Learning Connection)** – The Learning Connection is made up of the learning support programs at Chabot. Organizationally under Academic Services, the Learning Connection employs 60+ peer tutors/leaders and mentors (Spring 2007), recommended by faculty and all trained in their specific content area (by the content-area instructors) and in tutoring methods and small-group facilitation. The Learning Connection differs from the traditional model of learning support where students only receive support by going outside of the classroom. Rather its focus is that learning support services/programs are faculty-driven, have classroom-based linkages and are integrated with classroom instruction, making learning support and interventions more effective and relevant to student needs (Ashwin, 2003). To that end, the Learning Connection, in addition to the learning support programs it already supports (the Math Lab, the WRAC Center, the Language Center, Tutorials) is currently piloting several innovative learning support programs that have been modeled after programs seen during visits and consultations with similar programs at De Anza, Evergreen, Pasadena City, San Jose City, Chaffey & Cabrillo Colleges.

<b>Learning Connection Pilot Projects (Learning Support Services)</b>
<ul style="list-style-type: none"> <li>• <b>Peer-Led Team Learning/Supplemental Instruction</b> – PLTL is a national program that has proven successful, especially when used in chemistry and math classes. PLTL leaders, who are peer tutors, lead in- and after-class workshops for students, using materials and lesson plans developed by the instructor. The workshops coordinate closely with the curriculum in the class and serve to reinforce key concepts.</li> <li>• <b>In-class Learning Assistants</b> – Tutors are available to work with students in the classroom (and for one-on-one tutoring and to facilitate study groups with students outside of class time, by instructor/student request).</li> <li>• <b>ChabotLink Peer Advising</b> – Trains student Peer Advisors to make information about campus programs, services, and procedures easily accessible to students. During the first three weeks of the each semester, Peer Advisors are stationed all day at several booths across campus in public locations to answer questions for students and offer advice on navigating campus processes and procedures.</li> </ul>

In addition, the Learning Connection works very closely with Program Review and with special student programs such as EOPS and our two TRIO programs. As faculty are developing, implementing, assessing, and replicating their curriculum/program, we anticipate that more learning support services will be developed and offered and that students will succeed and persist as faculty partner with counselors, instructors in other disciplines, and learning support programs.

Students across the disciplines will benefit from the increased availability of learning support services and the strategies and solutions their instructors will develop and assess. Interdisciplinary collaboration will highlight the universal applicability of basic academic literacy, numeracy, quantitative reasoning strategies, study skills, time management skills, and academic planning. Within this context, Chabot is confident that Title III will have a significant impact on student success and persistence, improve the quality of instruction, and increase the quantity and quality of learning support services available to students.

### **3. Implementation Strategy and Timetable**

Complete tasks for Years One and Two have been listed. Years Three, Four and Five have been summarized in the pages following as tasks for those years are very similar to Year Two.

**IMPLEMENTATION STRATEGY AND TIMETABLE [34 CFR 606.22(c)]**

<b>YEAR ONE (2008-09)</b>			
<b>SPECIFIC TASKS</b>	<b>PRIMARY PARTICIPANTS</b>	<b>TANGIBLE RESULTS</b>	<b>TIME LINE</b>
Hire Title III Activity Director; Learning Assessment Coordinator; Center for Teaching and Learning (CTL) Coordinator; Administrative Assistant & External Evaluator; assign 5 FIG Faculty Leads to project.	Search Committees	Positions hired to oversee, implement, evaluate & assist with Title III project.	Upon award notice.
Establish Title III Advisory Committee & convene first meeting.	College President; Title III Coordinator; Activity Director; CTL Coordinator; Learning Assessment Coordinator; Faculty Leaders; College Committee Reps.	Internal advisory committee monitors grant progress in collaboration with related college governance committees.	10/08
Establish Title III office	Title III Coord.; Activity Director; Maintenance & Operations Office	Clearly identified contact location & personnel for Title III Activity	10/08 – 12/08
Consult with Institutional Research (IR) office and conduct audit of student outcome data and assessment strategies to identify/validate baseline data.	Activity Director; Faculty Leads; IR; External Evaluator	Baseline data about college programs, services, outcomes, & students are established.	10/08 – 11/08
Implement assessment management software to support collaboration, documentation, & publication.	Title III Coord.; Activity Director; Learning Assessment Coordinator; ITS/CCS technical staff; Office of Institutional Research (IR)	Assessment management system established and used to track student learning outcomes.	10/08-9/09
Recruit and establish 5 FIGs of 7 full-time faculty/counselors and 3 senior adjunct faculty for <b>FIG Cohort #1</b> (50 total).	Activity Director; Faculty Leads	At least 50 faculty/counselors participate in FIGs.	10/06 – 11/07
Develop curriculum for faculty/counselor training program; schedule outside consultants/speakers where necessary.	Title III Coord.; Activity Director; CTL Coordinator; Learning Assessment Coordinator	Training curriculum developed and consultants/speakers hired and scheduled.	10/08
Conduct training for at least 50 faculty and counselors in learning theory, curriculum design, effective pedagogy and assessment.	Title III Coord.; Activity Director; CTL Coordinator; Learning Assessment Coordinator; Faculty Leaders	12-hour training program is conducted and faculty/counselors have increased knowledge of effective pedagogy and assessment.	10/09 – 11/09
Title III personnel develop tools to support successful pilot projects: <ul style="list-style-type: none"> <li>▪ use learning innovations</li> <li>▪ link instruction to learning support</li> </ul>	Activity Director; Faculty Leads; CTL Coordinator; Learning Assessment Coordinator	Resources that support the development, implementation and replication of effective learning innovations are developed.	10/08 – 9/09
Using the baseline data and any previous assessments, assist faculty in designing and developing projects and assessments.	Activity Director; Learning Assessment Coordinator; Faculty Leads; IR	Faculty/counselors improve understanding of curriculum/program and assessment design.	2/09 – 3/09
FIGs develop the Scope of Work (FIG project goals)	Title III Coordinator.; Activity Director;	Established Scope of Work and appropriate	2/09 – 3/09

YEAR ONE (2008-09)			
SPECIFIC TASKS	PRIMARY PARTICIPANTS	TANGIBLE RESULTS	TIME LINE
and objectives, action plan; appropriate assessments, & timeline).	Learning Assessment Coordinator; Faculty Leaders; FIGs	assessment to achieve and assess student learning outcomes	
Set up data tracking system for FIG cohort classes & learning support services data.	IR; Learning Assessment Coordinator; Activity Director; IR	System to track success & persistence of FIG cohort courses and learning support.	10/08 – 5/09
FIGs pilot strategies for instructional and learning support interventions; modification of instructional practices, & learning support to improve student success & persistence	FIGs; FIG Faculty Leads; Learning Assessment Coordinator	Pilot projects are implemented based on data, assessment results training workshops, research, and experience.	2/08 – 8/09
FIGs develop additional resources for learning assessment training & investigate strategies for improving learning.	Activity Director; Faculty Leads; FIGs	FIGs strengthen assessment & identify learning innovations	3/09, 8/09 & quarterly thereafter
Early Intervention Specialist works with FIGs to target students at-risk students and follow-up on mid-term progress reports.	Activity Director; Faculty Leads; Early Intervention Specialist	Follow-up phone calls made to at-risk students and subsequent and referral to needed services and follow-up with students and faculty	2/09 – 5/09
CTL Coordinator and Learning Assessment Coordinator compile training, curriculum, and research resources to establish the CTL.	CTL Coordinator; Learning Assessment Coordinator; Administrative Assistant	Resource library specific to Chabot's approach to learning assessment & improvement will be available campus-wide.	10/08 – 9/09
Develop and launch the Center for Teaching and Learning website.	Title III Coordinator; Activity Director; CTL Coordinator; Webmaster	Website is launched and integrated with the Chabot College website.	4/09-9/09
Collect & review learning assessment results. Document & publish on website: <ul style="list-style-type: none"> <li>▪ <b>FIG Cohort #1</b> projects;</li> <li>▪ Program-level assessment plans;</li> <li>▪ Improvements in learning support;</li> <li>▪ FIG project strategies;</li> <li>▪ Student learning outcomes.</li> </ul>	Activity Director; CTL Coordinator; Learning Assessment Coordinator; Administrative Assistant; IR	Results of FIG projects reported to campus, collaborative governance committees and key stakeholders.	3/09 & quarterly thereafter.
Hold a <b>college-wide</b> CTL Symposia where faculty/counselors share the progress and results of their projects	Activity Director; CTL Coordinator; Faculty Leads; FIGs; Admin. Asst.; Staff Development Committee	Symposia with workshops are held; FIGs share progress and “what worked.”	4/09
Recruit an additional 7 full-time faculty/counselors & 3 senior adjunct faculty to participate in <b>FIG Cohort #2</b> (50 participants from Cohort #1 + 10 additional participants = 60 total).	Activity Director; Faculty Leads	Additional FIG participants identified. At least 60 faculty/counselors participate in <b>FIG Cohort #2</b> .	5/09 – 10/09
Title III Advisory Committee meets monthly to assess program progress and make program modifications, when necessary.	Title III Coordinator; Activity Director; Title III Advisory Committee	Meetings are held; progress is reported; and modifications made, when necessary.	10/08 – 9/09; monthly

<b>YEAR ONE (2008-09)</b>			
<b>SPECIFIC TASKS</b>	<b>PRIMARY PARTICIPANTS</b>	<b>TANGIBLE RESULTS</b>	<b>TIME LINE</b>
Monthly communication to campus, collaborative governance committees, and Title III advisory committees via emails, website postings, and meeting attendance.	Title III Coordinator; Activity Director; Title III Advisory Committee; Collaborative Governance Committees	Documentation of institutional dialogue & decision-making concerning improvements in institutional effectiveness.	10/08 – 9/09; monthly
Evaluation report completed and Annual Performance Report (APR) submitted to ED.	Title III Coordinator; Activity Director; External Evaluator	Report submitted and results communicated to key stakeholders.	9/09
<b>YEAR TWO (2009-10)</b>			
<b>SPECIFIC TASKS</b>	<b>PRIMARY PARTICIPANTS</b>	<b>TANGIBLE RESULTS</b>	<b>TIME LINE</b>
Use data from Year 1 to develop a comprehensive, college-wide written plan for learning assessment.	College President; Activity Director; Learning Assessment Coordinator; Student Learning Outcomes and Assessment Committee (SLOAC); IR	A clear, comprehensive plan for learning assessment will be adopted by the institution.	10/09 – 11/09
Conduct a <b>FIG Cohort #2</b> orientation meeting.	Activity Director; Faculty Leaders	<b>FIG Cohort #2</b> participants choose a FIG that meets their needs or establish a new FIG.	9/09 – 10/09
Modify/enhance training curriculum to meet new FIG cohort needs, building on work from previous FIGs; schedule consultants/ speakers where necessary.	Title III Coord.; Activity Director; CTL Coordinator; Learning Assessment Coordinator; IR	Training curriculum modified/ enhanced and consultants/speakers hired and scheduled.	9/09 -10/09
Conduct training for at least 15 faculty and counselors in learning theory, curriculum design, effective pedagogy and assessment.	Title III Coord.; Activity Director; CTL Coordinator; Learning Assessment Coordinator; Faculty Leaders	Faculty/counselors attend 12-hour training program and expand knowledge of effective pedagogy and assessment.	9/09 - 10/09
Title III personnel assist with developing tools to support successful pilot projects: <ul style="list-style-type: none"> <li>▪ use learning innovations</li> <li>▪ link instruction to learning support</li> </ul>	Activity Director; Faculty Leads; CTL Coordinator; Learning Assessment Coordinator	Resources that support the development, implementation and replication of effective learning innovations are developed.	10/09 – 9/10
Using the college-wide assessment plan and assessment results from FIG Cohort #1, assist faculty in designing and developing projects and assessments.	Activity Director; Learning Assessment Coordinator	Faculty/counselors improve understanding of curriculum/program and assessment design.	10/09 – 3/10
FIGs develop the Scope of Work (FIG project goals and objectives, action plan; appropriate assessments, & timeline).	Title III Coordinator.; Activity Director; Learning Assessment Coordinator; Faculty Leaders; FIGs	Established Scope of Work and appropriate assessment to achieve and assess student learning outcomes	10/09 -11/09
Set up data tracking system for <b>FIG Cohort #2</b> classes & learning support services data.	IR; Learning Assessment Coordinator; Activity Director	System to track success & persistence of FIG cohort courses and learning support.	10/08 – 5/09
Hold a <b>college-wide</b> CTL Symposia where FIG Cohorts share the progress and results of their projects	Activity Director; CTL Coordinator; Faculty Leads; FIGs; Admin. Asst.; Staff Development Committee	Symposia with workshops are held FIGs share new projects in development, progress and “what worked.”	11/09
FIGs pilot strategies for instructional and learning	FIGs; FIG Faculty Leads; Learning	Pilot projects are implemented based on data,	11/09 – 8/09

YEAR ONE (2008-09)			
SPECIFIC TASKS	PRIMARY PARTICIPANTS	TANGIBLE RESULTS	TIME LINE
support interventions; modification of instructional practices, & learning support to improve student success & persistence	Assessment Coordinator	assessment results training workshops, research, and experience.	
<b>FIG Cohort #2</b> develop additional resources for learning assessment training & investigate strategies for improving learning.	Activity Director; Faculty Leaders; FIGs	FIGs strengthen assessment & identify learning innovations	10/09 & quarterly thereafter
CTL Coordinator and Learning Assessment Coordinator compile training, curriculum, research and assessment resources for the Center for Teaching and Learning.	CTL Coordinator; Learning Assessment Coordinator; Administrative Assistant	Resource library specific to Chabot's approach to learning assessment & improvement will be available campus-wide.	10/09 – 9/10
FIGs work with Learning Connection Coordinator to implement new learning support services	Learning Connection Coordinator; Faculty Leads; FIGs	New learning support services integrated with curriculum offered to students.	10/09 – 9/10
Collect & review learning assessment results. Document & publish on website: <ul style="list-style-type: none"> <li>▪ <b>FIG Cohorts #1 &amp; #2</b> projects;</li> <li>▪ Program-level assessment plans;</li> <li>▪ Improvements in learning support;</li> <li>▪ FIG project strategies;</li> <li>▪ Student learning outcomes.</li> </ul>	Activity Director; CTL Coordinator; Learning Assessment Coordinator; Administrative Assistant; IR	Results of FIG projects reported to campus, collaborative governance committees and key stakeholders.	10/09 – 9/10; quarterly
Hold a <b>college-wide</b> CTL Symposia where FIGs Cohorts share the progress and results of their projects	Activity Director; CTL Coordinator; Faculty Leads; FIGs; Admin. Asst.; Staff Development Committee	Symposia with workshops are held; FIGs share new projects in development, progress and “what worked.”	4/10
Recruit at least 7 fulltime faculty/counselors & 3 senior adjunct faculty to participate in <b>FIG Cohort #3</b> .	Activity Director; Faculty Leads	Additional FIG participants identified and recruited.	5/09 – 8/10
Title III Advisory Committee meets monthly to assess program progress and make program modifications, when necessary.	Title III Coordinator; Activity Director; Title III Advisory Committee	Meetings are held; progress is reported; and modifications made, when necessary.	10/09 – 9/10; monthly
Regular communication to campus, collaborative governance committees, and Title III advisory committees via emails, website postings, and meeting attendance.	Title III Coordinator; Activity Director; Title III Advisory Committee; Collaborative Governance Committees	Documentation of institutional dialogue & decision-making concerning improvements in institutional effectiveness.	10/09 – 9/10; monthly
Evaluation report completed and Annual Performance Report (APR) submitted to Department of Education	Title III Coordinator; Activity Director; External Evaluator	Report submitted and results communicated to key stakeholders.	9/10

**Years Three (2010-11), Four (2011-12) and Five (2012-13)** repeat Specific Tasks, Primary Participants, Tangible Results in the same fashion as **Year Two (2009-10)**. Tasks will occur at the same time each year. Ten (10) new participants, 7 full-time faculty/counselors and 3 senior adjunct faculty, will be recruited each subsequent year (50 Year One participants + 40 additional participants over four years = 90 total participants). It is anticipated that as participants from previous cohorts complete a Scope of Work (a project action plan with timeline for completion), it will allow for the addition of new participants. It is expected that all participants complete a Scope of Work for implementing and completing a project that meets the goals and objectives of the Title III Activity. The Scope of Work will ensure that projects are completed on-time and meet the goals and objectives of the Title III Activity. In addition, FIG participants will each receive a \$750 stipend. Stipends have proven to be effective in past college programs to ensure that participants are adequately compensated for their efforts while creating a contractual relationship that includes an obligation to complete their projects and report on results.

**D. KEY PERSONNEL** [34 CFR 606.22(d)]

**Title III Coordinator (0.3 FTE):** Dr. Ronald Taylor, Vice President of Academic Services, will serve as the Title III Coordinator and Chair the Title III Advisory Committee to ensure effective grant implementation. Dr. Taylor holds a Doctorate in English from the University of California, Berkeley and has over 15 years of administrative experience including the successful management of multiple college grants. Dr. Taylor oversees all academic programs, the college schedule, academic learning support and academic planning. *No Title III funds are requested for this position.*

<b>Qualifications of the Title III Coordinator</b>	
<i>Chabot College, Hayward CA</i>	Vice President of Academic Services, 2003-present
<i>Reedley College, Reedley CA</i>	Dean of Instruction, 2000-03
<i>Santa Rosa Junior College, Santa Rosa CA</i>	Assistant Dean of Instruction, 1993-2000 Chair, Department of English, 1991-92

	Instructor, English, 1987-91
<i>University of Virginia</i>	Assistant Professor of English, 1980-86
<b>Responsibilities of the Title III Coordinator</b>	
<ul style="list-style-type: none"> <li>▪ Oversee all Title III grant activities</li> <li>▪ Chair the Title III Advisory Committee</li> <li>▪ Hold biweekly meetings with the Activity Director, CTL and Learning Assessment Coordinators</li> <li>▪ Attend at least one conference per year relevant to Title III administration</li> <li>▪ Attend regular administrative and District/Trustees meetings and, working with the Title III Activity Director, report on grant activities to the Department of Education, the College President, collaborative governance committees and other key stakeholders</li> <li>▪ Develop activities to implement a learning assessment plan for the college</li> <li>▪ Ensure that positions are institutionalized and reporting completed on time</li> </ul>	

**Title III Activity Director (1.0 FTEF):** The Title III Activity Director will be responsible for the day-to-day operations of the grant; supervise the Title III Administrative Assistant; collaborate with the CTL and Learning Assessment Coordinator to support Faculty Leaders and FIGs in completing grant tasks. This position will be filled by Dr. Patricia Shannon, the current co-chair of the Basic Skills Committee and a faculty leader who is widely respected across campus. Dr. Shannon teaches humanities, philosophy, and religious studies and has over 11 years of higher education teaching experience. In 2007, she received her doctorate from the Graduate Theological Union in Berkeley, CA. She will work closely with the Title III Coordinator to oversee grant activities and report on progress to key stakeholders.

<b>Responsibilities of Title III Activity Director</b>
<ul style="list-style-type: none"> <li>• Day-to-day coordination and management of all grant activities</li> <li>• Facilitate the completion of all Title III grant activities</li> <li>• Work in close collaboration with Title III Learning Assessment Coordinator, Center for Teaching and Learning Coordinator, and college faculty and staff to ensure seamless integration of services</li> <li>• Support Faculty Leads and FIGs with developing, implementing and assessing FIG projects</li> <li>• Monitor the completion all FIG project efforts, student learning outcome assessments, and the faculty development program</li> <li>• Recruit new FIG participants each year</li> <li>• Ensure that Title III Activity progress, student learning outcome assessment results, and project data are collected and documented in collaboration</li> <li>• Complete annual and semi-annual progress reports</li> <li>• Attend biweekly meetings with Faculty Leads and Title III Coordinator</li> <li>• Attend Title III Advisory Committee meetings</li> <li>• Report on results from student learning outcome assessments to the IPBC and other governance committees in collaboration with the Learning Assessment Coordinator</li> <li>• Report on grant activities to collaborative governance committees and other key stakeholders, in collaboration with the Title III Coordinator</li> <li>• Attend at least one conference per year relevant to Title III administration</li> <li>• Provide administrative support to the project including budget development and reporting</li> </ul>

<b>Qualifications of Title III Activity Director</b>
<ul style="list-style-type: none"> <li>• Master’s degree required in Education or related field</li> <li>• Minimum of five years experience in higher education</li> <li>• Clear understanding of outcomes assessment in an educational setting</li> <li>• Excellent organizational, leadership, communication, and interpersonal skills</li> <li>• Evidence of strong organizational and detail-oriented skills</li> <li>• Experience in budgeting, data management, statistical packages and office software</li> <li>• Knowledge of SCT Banner and experience with grant writing and reporting beneficial</li> </ul>

**Center for Teaching and Learning (CTL) Coordinator (0.5 FTEF):** This will be an ongoing position in the college with the college assuming 20% of the costs each year with the college fully supporting this position by the end of the grant. This position will be advertised internally and externally and hired upon grant funding.

<b>Responsibilities of Center for Teaching and Learning Coordinator</b>
<ul style="list-style-type: none"> <li>• Assist instructors in choosing issues and formulating inquiries which, when explored, promise to achieve greatest results in both teaching excellence and student learning</li> <li>• Support teacher classroom inquiry</li> <li>• Support Faculty Leaders and FIGS with developing projects and materials</li> <li>• Coordinate faculty workshops on learning theory, curriculum design, and research-based strategies, in collaboration with speakers/consultants</li> <li>• Refer instructors to resources both within and beyond the college</li> <li>• Facilitate meaningful assessment of pilots in collaboration with the Learning Assessment Coordinator</li> <li>• Coordinate and facilitate the creation and modification of professional development curricula and materials</li> <li>• Coordinate semiannual college-wide Symposia, in collaboration with the faculty and staff engaged in inquiry, the Staff Development Committee, and the Title III Activity Director.</li> <li>• Develop a college-wide professional development plan, in collaboration with the Staff Development Committee and others engaged in teaching and learning inquiry.</li> <li>• Work with the Webmaster to design the Center for Teaching and Learning website</li> <li>• Collect CTL resources and materials for updating the CTL website</li> <li>• Attend biweekly meetings with the Title III coordinator</li> <li>• Attend the Staff Development Committee meetings, and other committees engaged in teaching and learning activities, as needed</li> <li>• Prepare the professional development elements of grant reports</li> <li>• Prepare the professional development/training elements of grant reports</li> </ul>
<b>Qualifications of Center for Teaching and Learning Coordinator</b>
<ul style="list-style-type: none"> <li>• Master’s degree required</li> <li>• Minimum of five years experience in higher education</li> <li>• Comprehensive and demonstrated knowledge of learning theory, adult learning, curriculum design, learning assessment and research-based strategies</li> <li>• Familiarity with state curriculum requirements and processes</li> <li>• Knowledge of enrollment management and scheduling parameters in California Community Colleges</li> <li>• Excellent organization, leadership, communication, and interpersonal skills</li> </ul>

**Learning Assessment Coordinator (0.5 FTEF):** This will be an ongoing position in the college with the college assuming 20% of the costs each year with the college fully supporting

this position by the end of the grant. This position will be filled by Barbara Ogman, the current chair of the Student Learning Outcomes Committee. She has over seven years of teaching experience in Early Childhood Education and has trained Chabot faculty how to develop student learning outcomes and create appropriate assessments and accompanying rubrics.

<p><b>Responsibilities of Learning Assessment Coordinator</b></p> <ul style="list-style-type: none"> <li>• Coordinate Title III assessment activities</li> <li>• Develop and conduct training on assessing student learning outcomes and developing appropriate assessments, in collaboration with speakers/consultants</li> <li>• Assist Faculty Leads and FIGs with developing appropriate assessments</li> <li>• Collect and share learning assessment results with Title III Coordinator, Activity Director and Program Review.</li> <li>• Work closely with the Office of Institutional Research to monitor and track assessment results of FIG project learning outcomes</li> <li>• Develop a comprehensive learning assessment plan for the college in collaboration with the Student Learning Outcomes and Assessment (SLOA) Committee</li> <li>• Attend biweekly meetings with the Title III Coordinator</li> <li>• Chair the SLOA Committee and facilitate meetings</li> <li>• Prepare the learning assessment elements of grant reports</li> </ul>
<p><b>Qualifications of Learning Assessment Coordinator</b></p> <ul style="list-style-type: none"> <li>• Master’s degree required.</li> <li>• Minimum of five years experience in higher education</li> <li>• Knowledge of learning theory, learning assessment, and intervention strategies</li> <li>• Clear understanding of learning support services in a community college setting</li> <li>• Excellent organization, leadership, communication, and interpersonal skills</li> </ul>

**FIG Faculty Leads (0.2-0.3 FTEF):** Faculty leads will oversee the work of the FIGs, as well as the improvement and integration of all learning support services. They will work closely with the Activity Director and Title III Coordinators to support FIG training and project work.

<p><b>Responsibilities of FIG Faculty Leads</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and coordination for Faculty Inquiry Groups</li> <li>• Collect FIG project materials and assessment results</li> <li>• Facilitate the development of Scopes of Work</li> <li>• Support the development, implementation, and assessment of FIG project activities</li> <li>• Support the coordination of FIG training and assessment in collaboration with the CTL and Learning Assessment Coordinators</li> <li>• Assist the Activity Director with recruiting new FIG participants</li> <li>• Maintain close communication with the Title III Activity Director</li> <li>• Attend biweekly meetings with the Title III Activity Director</li> </ul>
<p><b>Qualifications of FIG Faculty Leads</b></p> <ul style="list-style-type: none"> <li>• Master’s degree required in Education or related field, or minimum for instructional discipline</li> <li>• Minimum of three years experience in higher education</li> <li>• Knowledge of learning theory, learning assessment, and student success strategies</li> <li>• Clear understanding of learning support services in a community college setting</li> <li>• Excellent organization, leadership, communication, and interpersonal skills</li> <li>• Experience with enrollment management and related data analysis beneficial</li> </ul>

In addition, Title III funds will cover the cost of Tutors/Peer Leaders who will provide learning support services, an Early Intervention Specialist, a Title III Administrative Assistant (0.5 FTE) and Institutional Research programming support for coding and reporting data.

**E. PROJECT MANAGEMENT PLAN** [34 CFR 606.22(e)]

Procedures for program administration reflect careful attention to the eventual integration of the project into the life of the institution. Inherent in the project management is a concentration on internal monitoring and reporting systems that address five core objectives:

**Table 7. Core Objectives and Intended Outcomes for Project Management**

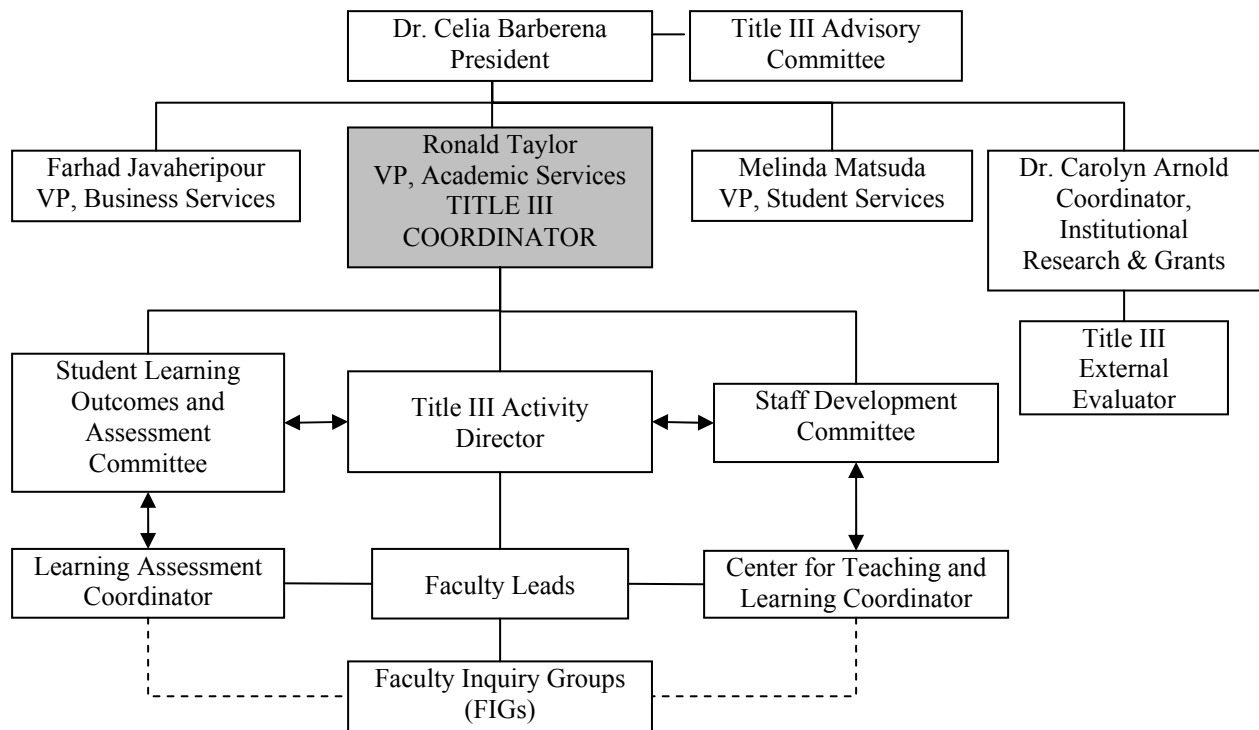
<b>Objectives of Project Management/Admin.</b>	<b>Outcomes for Project Management/Admin.</b>
1. Ensure complete adherence to all applicable federal and institutional policies	Smooth operation that is in compliance with all applicable requirements
2. Establish and maintain open communication, engagement, and support among Title III staff, administration and college faculty	A project atmosphere that encourages open communication between Title III staff, administration, and college faculty and staff
3. Continuous monitoring of progress toward achieving milestones and objectives	Mechanisms to identify improvements and modifications to achieve grant objectives.
4. Use of data collection methodologies that provide accurate data to effectively measure project goals and objectives.	Use of SARSTrak, eLumen assessment software and IR data sets to show changes in student assessment and course success/persistence.
5. Institutionalization of Title III efforts upon conclusion of the project.	Proven strategies to increase student success and persistence will be infused throughout Chabot.

**Procedures Manual:** To manage the project effectively and evaluate progress toward annual and five-year objectives, Chabot will develop a *Title III Policies and Procedures Manual* to reflect federal and institutional regulations.

**Administrative Authority and Organizational Chart:** Dr. Celia Barberena, president of Chabot, will have ultimate responsibility for the leadership and supervision of the Title III grant and will monitor project implementation and institutionalization. The president has delegated authority for project coordination to Dr. Taylor, who assumes overall supervision, quality, and impact of the Title III project. The organizational chart lists each key position with advisory and reporting relationships. A 50% time **Administrative Assistant** will provide clerical support for

Title III and will assist in report preparation, budget monitoring, meeting coordination, campus communications, website updating, and developing materials for the Symposia. **Faculty Inquiry Groups (FIGs)** will be led by a Faculty Lead. With the assistance of Title III personnel, Faculty Leads and FIGs will organize research, assist with training, and develop learning assessments, innovations and intervention strategies to address a particular learning problem. Faculty Leads will provide leadership to FIGs by supporting FIG project development, implementation and assessment, promoting proven success strategies, and sharing outcomes with the campus.

**Chabot College Title III Organizational Chart, 2008**



**Title III Advisory Committee:** The Advisory Committee allows administrators, faculty, staff and students to review project progress regularly. The Advisory Committee will be chaired by the Title III Coordinator and comprised of the Title III Activity Director and Coordinators, representatives of the Basic Skills Committee, the VP of Student Services, Faculty Senate

President, students, staff, and the IR Coordinator. The committee will meet monthly to monitor implementation progress and recommend enhancements and corrections as needed to ensure success. Committee members will also serve as liaisons to other collaborative governance committees, communicating progress and accomplishments across campus.

## **MANAGEMENT PROCEDURES**

**Executive Team for Title III:** The Title III Coordinator will meet weekly with the Activity Director and Faculty Leaders during year 1 to ensure effective implementation. In years 2-5, these team meetings will occur biweekly initially and then monthly thereafter.

**Reporting:** Monthly time and effort reports will be completed by each employee paid with Title III funds, indicating the percentage of time supported by grant versus college funds. Monthly progress reports will be submitted to the Title III Coordinator by the Title III Activity Director to describe progress according to established timelines and any problems or delays encountered. These reports, submitted by the Title III Coordinator to the college's leadership team and the Title III Advisory Committee, will be used for internal monitoring, external evaluation and review during federal program audit. Noteworthy milestones will be highlighted in the president's bimonthly report to the Board of Trustees. Annual performance reports submitted to the U.S. Department of Education will document progress toward achievement of objectives.

**Title III Website and Newsletter:** The Activity Director and Faculty Leaders will collaborate on the publication of a quarterly newsletter to inform the college community of Title III progress and activities. The college's Webmaster will work with the Center for Teaching and Learning and Title III Administrative Assistant to establish, maintain and update a CTL and Title III project website, including progress reports, FIG activities, student learning outcome assessment products, meeting agendas and minutes, and the project manual.

## **F. EVALUATION PLAN** [34 CFR 606.22(f)]

This comprehensive evaluation design will focus on outcome, implementation, and context using appropriate indicators for each. The planned evaluation design will meet and exceed federal evaluation regulations and requirements and will facilitate on-going project improvements and provide information for long-term planning. The evaluation will measure progress toward CDP and Title III Activity objectives as listed in Section B (pgs. 15-16, 23-24). The plan uses quantitative data collected by the Office of Institutional Research (IR). Prepared under the direction of the Title III Coordinator and implemented by the Activity Director, annual evaluation reports will be reviewed by key personnel as well as the Title III Advisory Committee. Successes will be highlighted and problems addressed.

**Formative Evaluation:** Formative evaluation will begin at project start-up and will continue throughout each project year. Formative evaluation will ensure that: (1) faculty and staff members are trained in accordance with proposal objectives and activities, (2) Title III personnel are identified, recruited, and selected as planned, (3) project activities and services are implemented as described, (4) appropriate data are collected and reviewed as planned, and (5) program management procedures are developed and followed. Formative evaluation will help resolve problems, revise strategies, adjust timelines, and reallocate resources in a timely manner.

**Summative Evaluation:** Program staff will utilize computerized databases and assessment tracking software to maintain records. IR will track success and persistence rates of students in developmental studies, FIG cohort and other courses affected so the Activity Director can document achievement of objectives and distribute reports on outcomes. Results from evaluation activities will be summarized in an Annual Performance Report that will be shared with project management personnel and key stakeholders. These results will also be used to make any

necessary program modifications. At the end of the five-year grant period, a cumulative report will be prepared that shows how the goals of the Comprehensive Development Plan were met and how the grant activity was institutionalized. In addition to the outcomes listed in the Evaluation Plan on the next page, the summative evaluation and subsequent reporting will include the GPRA key performance measures of the percentages of full-time, degree-seeking undergraduate students enrolling, persisting and graduating from Chabot.

**Data Elements, Collection Procedures, and Analysis:** The five-year CDP and annual activity objectives are based on increases in course success rates, next-level course completion, fall-to-fall persistence rates, and increases in the use of assessment to improve learning. Activity objectives include additional measures specific to the activity including student engagement with learning. This is a college-developed measure that is collected from the biennial Student Satisfaction Survey using 18 questions that ask students how often they have initiated various types of learning activities both within and outside of their classes. Four questions are particularly good at highlighting the differences between students who were more and less engaged: 1) participating in large class discussions; 2) asking questions in class; 3) preparing one or more drafts of a paper before the final draft; and 4) discussing class topics or assignments with other students outside of class time. All four questions are appropriate for measuring engagement in learning English or classes that include class discussions and writing papers. “Asking questions in class” and “discussing class topics with other students” are good measures of engagement for mathematics or classes that do not have discussions or papers. For the purposes of Title III, these survey questions will be administered every semester in the targeted courses.

CDP and Activity objectives define the courses or the specific cohorts to be measured. The Evaluation Plan below shows the specific data elements, collection method, and analysis

procedure for the annual Activity objectives. The Activity objectives are subsets of the five-year CDP objectives that also follow the same data elements, baseline and analysis procedures.

<b>TITLE III ACTIVITY EVALUATION PLAN</b>		
<b>Objective 1(a)</b> By September 30, 2013, increase the course success rate in FIG cohort developmental English and math course sections incrementally from an average baseline of 58% (English) in 2004-07 to 68% in Fall 2013 and from a baseline of 42% (math) in 2004-07 to 52% in Fall 2013.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Average course success rates between Fall 2004-Fall 2007 in all developmental English courses combined and in all developmental math courses combined.	Course grades of students in FIG cohort developmental English and math course sections.	Students with grades of A, B, C, or Cr expressed as a percentage of all students enrolled in the courses on census date. Percentages compared with baseline course success rates.
<b>Objective 1(b)</b> By September 30, 2013, increase the next-level course success rate of developmental English and math students by 10% from a Fall 2005 cohort baseline of 56% (Eng 101A), 67% (Eng 101B), 70% (Eng 102), 40% (Math 105), 22% (Math 65), and 35% (Math 55).		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Next-level course success rate among students in targeted developmental English and math courses.	Course grades of students in developmental English and math courses and their enrollment and course grades in the next-level English or math course within two years.	Students with Grades A, B, C, or Cr in next-level course within 2 years, expressed as a percentage of students with Grades A, B, C, or Cr in original course. Results compared to baseline next-level course success rate.
<b>Objective 1(c)</b> By September 30, 2013, increase the course success rate in at least 60 non-developmental FIG cohort course sections by 10% over an average of the non-FIG sections of the same course.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Course success rates of combined non-FIG sections of the FIG cohort courses.	Course grades of students in FIG cohort course sections and in all other sections of the same course during the same semester.	Students with grades of A, B, C, or Cr expressed as a percentage of all students enrolled in the same FIG course section on census date. Result compared to baseline.
<b>Objective 1(d)</b> By September 30, 2013, increase the fall-to-fall persistence rates of students in FIG cohort developmental English and math course sections from a baseline of 59% in Fall 2006 to 69% in Fall 2013.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Fall-to-fall persistence of all students in Fall 2006.	Enrollment of students in a FIG cohort course section in the Fall, and enrollment in any course the subsequent Fall by census date.	Number of students enrolled in the subsequent fall semester expressed as a percentage of those enrolled in FIG cohort course sections the first fall semester compared to baseline.
<b>Objective 1(e)</b> By September 2013, increase developmental students' engagement in learning by 10% above the Fall 2007 college baseline of 45% (math and related courses) and 53% (English and all other courses) to 55% (math) and 63% (English) in Fall 2013 for students in FIG cohort courses.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Percentage of all students on Fall 2007 biennial survey indicating "very often/often" on the four targeted survey questions (for English and other courses) or two of the questions (for math and related courses).	Student responses on four targeted learning engagement questions on the student survey, conducted in each FIG course section.	Percentage of students enrolled in targeted course sections indicating "very often/often" on the four targeted survey questions (for English and other courses) or two of the questions (for math and related courses). Results compared to baseline levels.
<b>Objective 2(a)</b> By September 30, 2013, increase by 15% the course success of students in course sections with new learning support services when compared to students in sections of the same courses without the services.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>

<b>TITLE III ACTIVITY EVALUATION PLAN</b>		
In courses with sections with new learning support services, course success rates of the combined sections without the new learning support services.	Course grades of students in FIG cohort course sections that are supported by learning support services, and course grades of students in sections of the same course that are not using the services.	Students with grades of A, B, C, or Cr expressed as a percentage of all students enrolled in the course sections on census date. Results for sections with new learning support services compared to baseline levels.
<b>Objective 2(b)</b> By September 30, 2013, increase by 10% the fall-to-fall persistence rates of students in course sections with new learning support services when compared to students in sections of the same courses without the services.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
In courses with sections with new learning support services, fall to fall persistence of students in the combined sections without the new learning support services.	Fall enrollment by census date of students in course sections supported by learning support services, and enrollment in any course the subsequent Fall by census date.	Number of students enrolled in the subsequent fall semester expressed as a percentage of those enrolled in course sections with new learning support services the first fall semester. Results compared to baseline.
<b>Objective 2(c)</b> By September 2013, increase by 15% student engagement in learning of students in course sections using new learning support services above the Fall 2007 college baseline of 45% (math and related courses) and 53% (English and all other courses) to 60% (math) and 68% (English) in Fall 2013.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Percentage of all students on Fall 2007 biennial survey indicating “very often/often” on the four targeted survey questions (for English and other courses) or two of the questions (for math and related courses).	Student responses on four targeted learning engagement questions on the student survey, conducted in each section with new learning support services.	Percentage of students enrolled in targeted course sections indicating “very often/often” on the four targeted survey questions (for English and other courses) or two of the questions (for math and related courses). Results compared to baseline levels.
<b>Objective 3(a)</b> By September 30, 2013, increase the number of course-level student learning outcomes from 10% of courses in 2007-08 to 90% in Fall 2013.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Percentage of active courses with student learning outcomes written and established in 2007-08	Count of active courses with student learning outcomes established and total count of active courses.	Number of courses with student learning outcomes established expressed as a percentage of the total number of active courses.
<b>Objective 3(b)</b> By September 30, 2013, increase the number of course-level student learning outcomes that are assessed from 2% of courses in 2007-08 to 50% of courses in Fall 2013.		
<b>Baseline Indicator</b>	<b>Data Elements</b>	<b>Analysis Process</b>
Percentage of active courses with student learning outcomes assessed, evaluated and reported in 2007-08.	Count of active courses with student learning outcomes assessed and total count of active courses.	Number of courses with student learning outcomes assessed, expressed as a percentage of the total number of active courses.
<b>Objective 4(a)</b> By September 2013, increase overall fall-to-fall persistence of degree-seeking students from 48% in 2006-07 to 53% in 2012-13.		
<b>Baseline Indicator</b>	<b>Data Element</b>	<b>Analysis Process</b>
Fall-to-fall persistence of all students in Fall 2006.	Enrollment of students in the Fall, and enrollment in any course the subsequent Fall by census date.	Number of students enrolled in the subsequent fall semester expressed as a percentage of those enrolled the first fall semester.

Data collected for developmental studies courses (English and math) that are taught by FIG participants implementing a Faculty Inquiry Project will be compared to those developmental

courses where instructors are not participating in the Title III Activity. FIG cohort courses that are supported by learning support services will be compared to courses that were not supported by these services. Differences between treatment and control groups will be analyzed using a *chi-square test* with levels of significance at the .05 levels.

**External Evaluator Description and Additional Evaluation Resources:** Chabot believes strongly that an annual, objective evaluation by an external evaluator will enhance the overall implementation and impact of our efforts, as well as provide additional acceptability of the results. The Evaluator will concentrate on three critical areas for success: (1) the extent activity objectives are achieved, (2) the contribution of implementation strategies toward the achievement of objectives, and (3) the degree of institutionalization of the project and progress toward self-sufficiency. The Evaluator will provide formative and summative evaluations each year. Written reports will be presented to college administrators and the Title III Coordinator, outlining yearly accomplishments and recommending improvements. The Title III Coordinator will follow-up on these recommendations to increase project management and success and lead to improvements based upon what strategies, activities and practices produce the desired outcomes.

**External Evaluator Credentials:** The External Evaluator, Richard Marchese, has been involved from the beginning in providing guidance in evaluation design. He is an experienced Title III Evaluator and has worked with Title III projects for over 28 years as a project director, activity director, and evaluator. He has conducted numerous studies for two-year institutions and state-level higher education associations on topics related to learning assessment, skills standards, academic/vocational integration, and education reform. With an MS in counseling psychology, he is a member of the American Evaluation Association and currently provides consulting to IHEs in planning and evaluation. He currently evaluates three other Title III/V projects.

**G. Budget and Five-Year Budget Narrative**

All salaries are based on the current pay scale and are consistent with other institutional salaries. In Years 2-5, annual 3% salary increases to account for Cost of Living Adjustments (COLA) have been included. Benefits include contributions towards State Retirement System (8.25%), Public Employee Retirement System (9.31%), FICA (6.20%), Medicare (1.45%), State Unemployment Insurance (0.05%), Workers Compensation (1.22%), and negotiated Health/Welfare Insurance packages.

<b>Expense</b>	<b>Cost Basis</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
Title III Coordinator	(0.30 FTEF) Personnel cost to be covered by the college.						
Title III Activity Director	(1.0 FTEF - Range 14)	\$78,500	\$80,855	\$ 83,281	\$85,779	\$88,352	<b>\$416,767</b>
Center for Teaching and Learning (CTL) Coordinator	Faculty Instructor (0.5 FTEF) The college will assume 20% of personnel costs each year for this position until the costs are fully institutionalized (Year 6).	\$23,000	\$18,952	\$14,640	\$10,053	\$5,177	<b>\$71,822</b>
Learning Assessment Coordinator	Faculty Instructor (0.5 FTEF) The college will assume 20% of personnel costs each year for this position until the costs are fully institutionalized (Year 6).	\$23,000	\$18,952	\$14,640	\$10,053	\$5,177	<b>\$71,822</b>
Release Time for 5 FIG Faculty/Counselor Leads	5 FIG Faculty/Counselor Leads (1.2 FTEF) The Developmental Language Skills and Developmental Mathematics and Quantitative Reasoning leads will each have 0.3 FTEF release while the other 3 FIG Leads will have a 0.2 FTEF release.	\$55,200	\$56,856	\$58,562	\$60,319	\$62,128	<b>\$293,064</b>

<b>Expense</b>	<b>Cost Basis</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
Faculty/Counselor Stipends <sup>10</sup>	Stipends for FIG participants. (Y1) 50 Faculty Stipends @ \$750 each; (Y2-Y5) 10 addt'l/yr @ \$750 each	\$37,500	\$45,000	\$45,000	\$45,000	\$45,000	<b>\$217,500</b>
Faculty/Counselor Extra Hourly for participation at CTL training activities	(Y1 = 12 hrs x \$46.92/hr x 50 participants) (Y2-Y5 = 12 hrs x \$46.92/hr x 10 participants/yr)	\$28,152	\$5,630	\$5,799	\$5,973	\$6,152	<b>\$51,706</b>
15 Tutors/Peer Leaders	(Y1) 10 Tutors x 8 hrs/wk @ \$9.25/hr x 15 wks (Y2) 10 Tutors x 8 hrs/wk @ \$9.25/hr x 30 wks (Y3-Y5) 20 Tutors x 8 hrs/wk @ 9.25/hr x 30 wks The college will assume 25% of the costs each year beginning in Year 3.	\$11,100	\$16,650	\$22,220	\$11,100	\$0	<b>\$61,050</b>
Early Intervention Specialists	(Y1) = 0.25 FTE (Y2-Y5) 0.50 FTE	\$6,000	\$12,000	\$12,360	\$12,731	\$13,113	<b>\$56,204</b>
Administrative Assistant II	(0.5 FTE @ \$45,107) to support Title III activities	\$22,554	\$23,231	\$23,928	\$24,645	\$25,385	<b>\$119,742</b>
<b>TOTAL SALARIES</b>		<b>\$286,006</b>	<b>\$279,126</b>	<b>\$281,409</b>	<b>\$266,653</b>	<b>\$251,484</b>	<b>\$1,364,678</b>
Admin Benefit Rate	Benefits @ 25% based on Administrative Salaries	\$19,625	\$20,214	\$20,820	\$21,445	\$22,088	<b>\$104,192</b>
Adjunct Faculty Benefit Rate	Benefits @ 7.7% based on Adjunct Backfill Salaries	\$9,960	\$7,730	\$7,210	\$6,653	\$6,055	<b>\$37,608</b>
Stipend Benefits Rate	Benefits @ 11.5% based on Faculty Salaries	\$4,313	\$5,175	\$5,175	\$5,175	\$5,175	<b>\$25,013</b>
Student Worker Benefits Rate	Benefits @ 2% for Student Workers	\$242	\$353	\$464	\$242	\$20	<b>\$1,321</b>
Classified Benefits Rate	Benefits @ 33% based on Classified Staff Salaries	\$9,423	\$11,626	\$11,975	\$12,334	\$12,704	<b>\$58,062</b>
<b>TOTAL BENEFITS</b>		<b>\$43,562</b>	<b>\$45,098</b>	<b>\$45,644</b>	<b>\$45,849</b>	<b>\$46,042</b>	<b>\$226,195</b>

<sup>10</sup> The budget supports 290 total stipends while the narrative states that 63 FT faculty/counselors and 27 PT faculty will participate in Title III. Depending upon each FIG participant's Scope of Work (action plan), FIG projects may span multiple years and thus some participants may receive stipends multiple years to complete their project. We anticipate that at least 10 new FIG participants will participate each year as new projects are developed and older projects completed.

<b>Expense</b>	<b>Cost Basis</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
<b>TOTAL PERSONNEL</b>		\$329,568	\$324,224	\$327,053	\$312,502	\$297,526	<b>\$1,590,873</b>
Travel	Annual Noel-Levitz Title III/Title V Symposia attendance for TIII Coordinator and Activity Director in Denver, CO (2 personnel x [Airfare @ \$300; Lodging @ \$150/night x 2 nights; transportation @ \$50; \$40 per diem])  Project-specific travel for visits to model programs at other colleges and state/regional basic skills conferences	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000	<b>\$23,000</b>
Equipment	None.						
Supplies	Printing and reproduction of training materials, program materials, posters, displays, handouts, office supplies, and books and professional/journal subscriptions for Center for Teaching and Learning and FIG Reference Materials	\$3,000	\$3,276	\$4,000	\$4,000	\$4,000	<b>\$18,276</b>
Professional Development	Fees for Consultants and Speakers for CTL activities (Speakers fees @ \$2,000 each visit)	\$4,000	\$10,000	\$6,000	\$6,000	\$6,000	<b>\$32,000</b>
External Evaluator	Evaluation services	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	<b>\$37,500</b>
<b>TOTAL CONTRACTUAL</b>		<b>\$11,500</b>	<b>\$17,500</b>	<b>\$13,500</b>	<b>\$13,500</b>	<b>\$13,500</b>	<b>\$69,500</b>
Construction	None.						
Other	Funds set aside for endowment fund to sustain project activities after funding ceases.	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	<b>\$250,000</b>
<b>TOTAL</b>		<b>\$397,068</b>	<b>\$400,000</b>	<b>\$399,553</b>	<b>\$385,002</b>	<b>\$370,026</b>	<b>\$1,951,649</b>