

CHABOT COLLEGE

Allocation of PFE Funding for Strategic Planning Initiatives

Kudos to the faculty and staff who dedicated time and expertise to the development of proposals of some of the creative initiatives contributing to the college's strategic planning objectives. Listed below are initiatives funded primarily by Partnership for Excellence (PFE) funds to be implemented and evaluated from Spring 2003 through Spring 2005. Some are institutional objectives and have a broader impact across the college. Others are pilots, which may have less impact in scope but larger impact in terms of student outcomes and, if replicated, greater institutional impact. The evaluation of these initiatives will be used to drive potential recommendations for future institutionalization.

THEME A: Excellence in Education

LEARNING COMMUNITY MODEL creates a structure for a cost-effective learning community that bundles existing Chabot classes; relies upon existing systems for recruitment, orientation and counseling; and enables enrolled students to complete IGETC and GE requirements in 2 to 3 years. **Katie Hern, Michael Thompson, Tram Vo-Kumamoto.** \$22,189

STUDY SKILLS—MATH 105 PROJECT creates 17 one-hour study skills workshops to support success in Math 105, Basic Mathematics. The objective of the project is to increase the number of students successfully completing Basic Mathematics by enhancing the student's study skills. It is hoped that these study skills will be useful to the student in other disciplines as well. **Cynthia Stubblebine.** \$6,266

CAT - ENCOURAGING USE OF CLASSROOM ASSESSMENT provides training for instructors to integrate into their classroom practice Classroom Assessment Techniques (CAT), to immediately help instructors to alter coursework or make adjustments that more successfully engage the students. **Carol Baumann, Kip Waldo, Dennis Chowenhill.** \$9,749

CHARLIE: ON-LINE WRITING creates new on-line writing resource targeted directly to the needs of Chabot students. CHARLIE (Chabot Online Resource with Links to Instruction in English) will offer college-approved sample student essays with instructor commentary, definitions of common types of academic writing, and additional links to instructor-approved on-line resources on such discreet skills as citing sources and avoiding plagiarism. **Shoshanna Tenn, Pam Shen.** \$15,622

INTERDISCIPLINARY PROGRAM BASED ON CHEMISTRY investigates the course pathways of students with majors requiring chemistry. The proposal is to identify the pathways, look for obstacles, and suggest improvements to clarify for students the pathways needed to meet their objectives. The members of this project will work closely with enrollment management to analyze ways of improving student success. **Laurie O'Connor, Donna Gibson.** \$9,091

TOPICALLY FOCUSED LEARNING COMMUNITY will explore the various learning community models that might be employed at the college, from the creation of new classes through linking faculty from different disciplines to problem or topically-based Learning Communities that would employ an interdisciplinary model. Research includes an examination of current learning communities at Chabot through individual interviews of participants. **Carol Baumann, Dennis Chowenhill, Scott Hildreth, Mark Kamakea, Kip Waldo, Francisco Zermeno.** \$22,300

STUDENT SUCCESS IN HEALTH SCIENCES increases student retention and success in the Health Sciences majors by identifying problem areas and developing methods to increase

student success. Students will complete diagnostic exams designed to reveal deficiencies in mathematics, reading and learning skills. Exercises will be designed to help students develop skills in performing laboratory exercises and master biological concepts. **Debra Howell.** \$9,196

CEMC MINI-GRANTS FOR PROJECTS IN STUDENT SUCCESS. Mini-grants will be awarded to campus disciplines to focus on increasing student success in the college, with emphasis on actual classroom projects and activities that produce a demonstrable increase in student success. **Tom DeWit, Sally Jahnke.** \$48,500

TALKING ABOUT TEACHING develops a structured program to involve as many full-time and adjunct faculty as possible to share ideas and experiences in effective teaching and learning strategies. Project involves collaborative planning with a Staff Development Coordinator; blending groups together with the New Faculty Learning Community; fostering widespread use of techniques such as Classroom Assessment Techniques (CAT), Learning Style Inventory, and reading across the curriculum. **Carol Baumann, Kip Waldo, Irene Plunkett.** \$34,115

THEME B: Healthy Community College

HEALTHY COLLEGE EXERCISE PROGRAM. Increase the awareness of faculty and staff fitness levels by the following: (1) Noon-time lectures that will begin with flex day and continue each month. (2) Fitness assessments will begin with 100 faculty and staff members which will include Cholesterol Screening, Body Composition, strength and flexibility and sub max exercise test. (3) Individuals will embark on an exercise program after receiving their individualized exercise prescription and will receive post testing at the end of the semester to see their progress. **Pete Davis, Lois Machado.** \$16,490

THEME C: Community Service, Partnerships and Collaborations

SERVICE LEARNING. Service-Learning programs involve students in volunteer activities that address local community needs while also developing their academic skills and a sense of social responsibility. The project will bring together faculty and community-based organizations to encourage service-learning partnerships. Interested faculty will participate in training workshops and compete for mini-grants of \$1,250 each to revise their curricula with a service-learning component. **Susan Gill, Clara McLean.** \$24,233

ART GALLERY/MUSEUM. Create a student-run art gallery on campus to increase the value of the art program at the college, increasing the effectiveness of course offerings supporting student success, developing distinct new learning communities, creating partnerships with local art and educational organizations, involving the community, promoting career placements for students, and fostering institutional health by sharing artwork with the entire campus. **Diana Zuliani.** \$21,661

THEME D: Visioning, Leading and Communication (none)

THEME E: Strategic Planning for Continuous Improvement

PROGRAMMING SUPPORT FOR INSTITUTIONAL RESEARCH. The Chabot College Office of Institutional Research (OIR) will expand its programming capacity in order to more rapidly

produce and analyze student success, equity, and pathway data for use in strategic planning and enrollment management. The particular focus of the programming will be developing new programs for success and persistence in all the possible student pathways at each college, from basic skills to college level work, and through the various departments from pre-college to college and through college-level work. Benchmarks for student cohorts would be developed to measure students' progression through time. **Carolyn Arnold.** \$5,857

PROGRAM REVIEW COORDINATOR. A faculty coordinator will be hired to coordinate a program review task force in order to develop and pilot a program review system. Pilot community focus groups to gather community input about the programs. The program review "system will integrate strategic planning and evaluation, as well as complement other campus efforts such as enrollment management. **Ron Taylor.** \$9,107

THEME F: Supporting Operations of the College

CREATION OF AN OPERATIONS MANUAL/HANDBOOK FOR CHABOT COLLEGE will research and design an operations manual where operational procedures for daily needs as well as special projects are documented for faculty, staff, and administrators. Research on how we do business at the college will result in looking at how we might streamline procedures to become more user friendly and the development of an operations manual as a result. **Catherine Powell.** \$6,533

THEME G: Support for Student Access, Equity and Success

PEER ADVISING PROGRAM. The Peer Advising Program will design a "peer helping" model and identify a group of students, who as role models to other students, reach out to others and provide them with advisement and assistance in any number of areas. In a time of diminishing resources, the peer support model is one of the most cost-effective ways to deliver student services in areas where increasing the number of staff is not an option for delivering service that is more immediate, intensive, and individualized. **Anthony Gutierrez, Denise Noldon.** \$17,566

MOBILE QUICK QUESTION BOOTH. The Counseling Division will be reaching out to students in the main lobby area of Building 100 starting the first day of Spring 2004 semester with its new Quick Question Booth. The booth will field general questions about open classes, registration, policies and procedures. Counselors will staff the booth on a rotating basis. **Tram Vo-Kumamoto.** \$5,637

CLASSES ACTIVELY SEEKING STUDENTS. A list of classes that instructors have indicated have room for more students will be posted starting Tuesday, January 20, 2003 on the Web, in A&R in Building 100, and in kiosks around campus. This list will be made up of classes where instructors are actively seeking more students. The list will be updated daily for the first two weeks of the term. **Bill MacDonald.** \$438

TRANSFER TRAINING FOR ADJUNCT COUNSELORS. Provide formal training for all adjunct and contract counselors and staff on the many issues concerning transfer to four-year universities and colleges in California. Specially aimed at offering transfer training for DSPPS, EOPS, CARE, CalWorks—counselors and staff working with underrepresented and disadvantaged student populations, training includes new transfer rules, procedures, regulations; transfer agreements; CSU General Education; IGETC; and other related topics. **Joe Kuwabara.** \$3,929