

<b>ACTIVITY OBJECTIVES - LANGUAGE ARTS SUCCESS CENTER (LASC)</b>																															
<b>Relationship to Institutional Goals: LASC Objectives are Annual Performance Measures for CDP 5-year Objective 2 and directly respond to CDP Problems &amp; Goals as charted on page 19</b>																															
<b>Year 1</b>	<b>LASC Objective 1.1</b> Students in LART 200/100 pilots in Spring 2007, will successfully complete courses and persist to Fall 2007 enrollment in next level classes at a rate 10% higher than students enrolled in the traditional parallel series (EWRT 200/150, READ 201/202 or 100B/160 & READ 100/101).																														
<b>Year 2</b>	<b>LASC Objective 2.1:</b> During 2007-2008 there will be a two times increase in sections of LART offered, as an alternative to EWRT 200/100B, over 2005-06 baseline of one section <b>LASC Objective 2.2:</b> Students enrolled in LART 200/100 or other alternative delivery pilots in 2007-08, will complete course and persist to next level English and Reading classes by next quarter by 15% more than peers enrolled in traditional parallel series (EWRT 200/150 & Read 201/202 or 100B/160&READ 100/101).																														
<b>Year 3</b>	<b>LASC Objective 3.1:</b> 33% of EWRT and READ developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to the 2006 of zero (0). <b>LASC Objective 3.2:</b> During 2007-08 there will be a three times increase in numbers of sections of LART 200/100 offered as an alternative to EWRT 200/READ 150 and EWRT 100B/160/READ 100/101 compared to 2005-06 baseline of one section.																														
<b>Year 4</b>	<b>LASC Objective 4.1:</b> 50% of EWRT and READ developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to the 2006 of zero (0).																														
<b>Year 5</b>	<b>LASC Objective 5 .1:</b> By Sept.2011, increase % of students beginning at EWRT 200 who pass English 1A w/n five years to 45%, over 1998-2004 cohort baseline of 35%. <b>LASC Objective 5.2:</b> To increase percentage of students beginning at EWRT 100B who pass English 1A w/n three years to 65% over 1998-2004 cohort baseline of 53%.																														
<b>Objective 6: Professional Development and Technologies Training for Faculty teaching developmental courses (Shared Objective with Math Activity):</b> By September 2011, increase by four times over the 2005 baseline of 15% the percent of faculty teaching developmental English who have integrated use of technology and best practices into their courses. Annual Performance Targets are charted below:																															
<table border="1"> <thead> <tr> <th></th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td><b>2005 Baseline: 15%</b></td> <td>20%</td> <td>25%</td> <td>33%</td> <td>45%</td> <td>60%</td> </tr> </tbody> </table>			06-07	07-08	08-09	09-10	10-11	<b>2005 Baseline: 15%</b>	20%	25%	33%	45%	60%																		
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<b>Objective 7: This Activity Objective provides Annual Performance Measures for CDP Objective 5. and is directly related to CDP Problems and Goals as charted on p.19.</b>																															
<b>Student Services for Developmental Students (Shared Objective with Math Activity):</b> By September 2011, increase the percentage of developmental students who receive tutoring, counseling, have an Individual Education Plan (IEP), and are given diagnostic testing/retesting to assess skills mastery. Baselines & Targets below:																															
<table border="1"> <thead> <tr> <th>(2004 Baselines)</th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td><b>Tutoring Baseline: 4%</b></td> <td>8%</td> <td>12%</td> <td>15%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td><b>Counseling Baseline: 16%</b></td> <td>20%</td> <td>25%</td> <td>33%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td><b>Individual Ed Plan -IEP Baseline 5%</b></td> <td>7.5%</td> <td>10%</td> <td>15%</td> <td>20%</td> <td>25%</td> </tr> <tr> <td><b>Diagnostic Assessment Baseline: 2%</b></td> <td>--</td> <td>10%</td> <td>20%</td> <td>30%</td> <td>40%</td> </tr> </tbody> </table>		(2004 Baselines)	06-07	07-08	08-09	09-10	10-11	<b>Tutoring Baseline: 4%</b>	8%	12%	15%	18%	20%	<b>Counseling Baseline: 16%</b>	20%	25%	33%	40%	50%	<b>Individual Ed Plan -IEP Baseline 5%</b>	7.5%	10%	15%	20%	25%	<b>Diagnostic Assessment Baseline: 2%</b>	--	10%	20%	30%	40%
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<b>ACTIVITY OBJECTIVES -- MATH RESOURCE CENTER (MRC)</b>	
<b>Relationship to Institutional Goals: MRC Activity Objectives are also Annual Performance Measures for CDP Objective 3 and directly respond Problems &amp; Goals as charted on page 19</b>	
<b><u>Year 1</u></b>	<b>MRC Objective 1.1:</b> Students participating in pilots of Math 210 and 212 Spring 2007, will successfully complete courses and persist to Fall 2007 enrollment in next level by 10% more than peer students enrolled in control group sections (non-pilot classes of MATH 210 and 112).
<b><u>Year 2</u></b>	<b>MRC Objective 2.1:</b> 40% of students in Sp 2007 Math 210 pilot classes will pass Math 112 within one year, compared to 1998-2004 cohort baseline of 35% w/n 3 yrs. <b>Math Objective 2.2:</b> 40% of students in pilot sections of Math 112 in Fall 2007, will successfully complete Math 114 in Sp 2008, compared to baseline of 40% w/n 3 yrs.
<b><u>Year 3</u></b>	<b>MRC Objective 3.1:</b> Students in 2008-09 pilots of Math 210, 112 & 114 will successfully complete course and persist to enrollment in next level math by 15% more than peer students enrolled in non-pilot classes of Math 210, 112 and 114. <b>MRC Objective 3.2:</b> 35% of Fall 2008 students in Math 210 pilot sections will successfully progress to Math 112 in Spring 2009, compared to 35% within 3 years.
<b><u>Year 4</u></b>	<b>MRC Objective 4.1:</b> Add/Drop registration data for 2008-2009 will show a 10% decrease in withdrawals and misplacements from, and between, Math 210, Math 112 & Math 114, compared to Fall 2006 add/drop baselines (to be determined in 2007). <b>MRC Object. 4.2:</b> Students in Math 210, 112, &/or 114 piloting diagnostic testing-retesting for mastery of specific skills will be 20% more likely to pass the course and enroll the following term in sequential course than 1998-2004 cohort baselines.
<b><u>Year 5</u></b>	<b>MRC Objective 5 .1:</b> By September 2011, increase the percentage of students beginning, at Math 210 who pass Math 114 within five years to 45% over a 1998-2004 cohort baseline of 35% and the percentage of students beginning Math 210 who pass Math 114 within three years to 25% over a 1998-2004 cohort baseline of 10%. <b>MRC Objective 5.2:</b> Cohort tracking data for 2006-2011 will indicate that at least 50% of students successfully passing Math 112, will persist to successfully complete Math 114 within 3 years, compared to a 2000-05 cohort baseline of 40% progression. <b>MRC Objective 5.3:</b> By September 2011, increase percentage of students beginning at Math 114 who pass course to 75% over a 1998-2004 cohort baseline of 70%.
<i>(Objectives 6 and 7 are Shared Objectives with English Activity):</i> <b>See preceding page.</b>	
<b>Objective 6:</b> Professional Development and Technologies Training for Faculty teaching developmental courses <b>Objective 7:</b> Student Services for Developmental Students	
<b>ACTIVITY Responds to College Problems and Accreditation Recommendations in CDP</b>	
<b>Problem #1</b> De Anza College has unacceptably poor retention and persistence rates among students taking <i>pre-requisite/pre-college level</i> (developmental) courses in math and English.	
<b>Problem #2:</b> Too few developmental students are served by a fragmented and duplicative infrastructure of student support programs & uncoordinated support services.	
<b>Accreditation Recommendations</b>	
#1. Slow progress in discussion and formulation of student outcomes	
#2. De Anza must do more and better equity work for specific groups of students, specifically among Latino, African American and Filipino students	
#4. Unacceptable progress in development of a Technology Plan which includes faculty training	

**ACTIVITY**  
**LANGUAGE ARTS SUCCESS CENTER & MATH RESOURCE CENTER**  
***WITH EMBEDDED STUDENT AND ACADEMIC SUPPORT SERVICES***

**Overview:** To increase the success and progression of developmental students with critical skill deficiencies in English, writing, reading and math, De Anza will **centralize the coordination of student success efforts for developmental students** into two large, staffed, and well-equipped Centers: **Language Arts Success Center (LASC) and the Math Resource Center (MRC).**

Easily accessible assessment, advising and tutoring **services will be embedded in both Centers,** and **instructional methods targeting a decrease in the equity gap** among ethnic groups will be employed. Both Centers will be supported by **increased collaboration for success of students between Students Services and Instruction.** Faculty and **staff development** experiences targeting faculty teaching developmental courses will include training in instructional technology, restructuring curriculum, learning styles, and student learning outcomes.

**Expected Outcomes/Impacts On De Anza College:** 1) Increased course/goal completion rates through the improvement of learning assistance; 2) Improved progression/transition of students from pre-college to college-level programs; 3) Increased access to and use of integrated student support services; 4) Early identification of high-risk students followed by diagnostic assessment and interventions; 5) Improvement in advising and course placement; 6) Decreased equity gap among students in developmental education; 7) Increased ability to accurately assess progress of students/ institution through accurate, on-going classroom assessment and student learning outcomes; and,9) Strengthening academic programs/services through faculty development.

## IMPLEMENTATION PLAN

**RATIONALE AND IMPLEMENTATION NARRATIVE:** As documented in the CDP, the Title III Steering Committee and other key constituencies investigated methods that both DeAnza and other colleges and universities facing similar problems are using to increase the success rates of high-risk developmental students before finalizing our implementation plan. **At the heart of our implementation plan is the creation of the Language Arts Success Center (LASC) and the Math Resource Center (MRC) with embedded services and faculty development.** The design of these Centers is based upon a blend of successful models and best-practices research, and our own experiences at DeAnza College. In several studies of exemplary developmental programs, Roueche and his colleagues consistently found that **centralization of program efforts is related to student success.**<sup>8</sup> Within the Centers, assessment of a student's individual skill deficiencies, will be linked to provision of multiple options for remediation of deficiencies via a variety of instructional modes suited to the individual student's needs and learning styles.<sup>9</sup> Tutoring will be available on site. Counselors working in each Center will provide greater alliance between instruction and student support services, with coordination of interventions specifically designed for developmental students, similar to the embedded counseling in the Title III funded developmental education initiative at Los Medanos College - although we did investigate many other models as well.<sup>10, 11</sup>

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<sup>8</sup> Rouche J. & Roueche S. (1999). *High Stakes, High Performance: Making Remedial Education Work*. Washington DC. AACC.

<sup>9</sup> Academic Literacy: Competencies Expected of Students Entering California's Public Colleges and Universities, ICAS, 2000

<sup>10</sup> Other colleges contacted include Chaffey College, CA; UC Berkeley, San Francisco State University, Jacksonville State University, San Jose State University, Delgado CC, LA

<sup>11</sup> <http://iwca.syr.edu/IWCA/Startup/Intro.html> "Starting a Writing Center";

Development of the **LASC and the MRC will involve teams of faculty** from English, reading, (or math) and counseling working to: design the specific functions, activities, and outreach of the two learning assistance centers; identify pilot cohorts of at-risk students to participate in new or alternative instructional options; continue researching best practices for improving the factors leading to success of developmental high risk students; evaluate current developmental offerings; design and institute new instructional options and alternative delivery systems; evaluate the current placement tests and institute refined diagnostic instruments in English, reading, and math; design, schedule, and deliver training for faculty in use of best practices and use of the learning assistance centers and alternative and supplementary instructional delivery; and evaluate and document effectiveness of learning assistance centers in terms of student outcomes. The English, reading, math, and counselor teams will be the first instructors teaching the pilot cohort classes. The Office of Research and Planning will track student progress and cohort success, to provide valuable evaluation feedback for making needed modifications over the five-years of the project.<sup>12, 13</sup>

The Activity teams will work with **De Anza's Director of Staff and Organizational Development to design the faculty and staff training** to increase awareness and effective utilization of both Centers, facilitate the use of reading, writing, critical thinking and math skills across the curriculum and tutorials. Funding for a **Web Designer is requested to create LASC and MRC sites accessible to students and faculty that will outline procedures and identify and explain options available to both faculty and students using the Centers.** The combined

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<sup>12</sup> Destandau, N., Ingmire, P., VanDommelen, D., & Wiederholt, K. "Assessment, Performance & Retention: Learning Assistance Center Program Report." San Francisco State Univ.. 2000

<sup>13</sup> Boylan, Hunter R. *What Works: Research-Based Best Practices in Developmental Education.* Continuous Quality Improvement Network with the National Center for Developmental Education Appalachian State University. Appalachian State University, Boone NC, 2002

LASC and MRC Teams will facilitate faculty training and sharing of instructional resources and best practices for teaching math.

<b>LANGUAGE ARTS SUCCESS CENTER</b>				
<i>Timeline, Major Tasks &amp; Persons Responsible for Strategies Development</i>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Strategies to Improve Progression of Developmental English Students</b> <i>Activity Director, Faculty</i>				
LASC-finalize design& policies <i>Activity Team</i>	Pilot <b>LART 200/100</b> <i>Faculty</i>	Develop computer-assisted writing strategies and tutoring materials for LASC. Pilot with <b>LART 200/100</b> <i>Faculty &amp; Activity Director</i>	Develop <b>On-Line Modules</b> in English and Reading.	
		<i>LARC Faculty Team</i> develops and pilots new teaching strategies, modules and CAI in English & Reading. Evaluate, modify, institutionalize.	<b>Pilot: Engl 100B /160</b> <i>Faculty</i>	<b>Pilot EWRT 200/150</b> <i>Faculty</i>
Curriculum review and revision in English: <i>Faculty</i>				
Expand Tutoring Support Into LASC: <i>Instructional Associates and Tutors</i>				
<b>Embedding of Vital Support Services into Language Arts Success Center</b> <i>WHO: LASC Activity Director, LASC Counselor, Assessment Director</i>				
Review & Select <b>English Diagnostic Assessment</b> for Pilots. Develop skill specific assessment tests to assess deficiencies and test for mastery.	Pilot Diagnostic Assessment for Writing & Eng. skills development. Eval/modify. <b>Pilot / LART 200/100</b> <i>Assessment Dir, Counselor, Faculty</i>		Refine and institutionalize new assessment procedures	
<b>Individual Ed Plans:</b> <i>LASC English Counselor</i> phases-in development of IEPs with developmental English students in conjunction with Math Counselor in MRC to avoid duplication.				
<b>Faculty Development and Instructional Technologies Training</b> <i>Director of Professional Development, Faculty, Consultants, Kellogg Institute</i>				

**The Language Arts Success Center (LASC) Activity** will be led by Gregory Anderson who will serve as the LASC Director and Activity Director for English/Language Arts strategies. Additional staff for the LASC will include a counselor dedicated primarily to the Language Arts Division, several instructional associates ('super tutors'), peer tutors, and a technology resource support staff. The LASC will include an Assessment Area and a Writing Center providing both online and face-to-face help for students with writing difficulties in addition to housing the

current Computer Writing Lab (designed both for whole class and individual use).<sup>14</sup> The LASC will provide space for Computer Assisted Instruction (CAI), small group meeting areas, group tutoring and various modes of supplemental instruction.<sup>15</sup> It will also house the Tutorial and Skills Center, a Language Lab, a Speaking and Listening Lab, the Communication Across the Curriculum Program (CACP), and the Conversation Partners Program. After students are diagnosed in the LASC Assessment Area, they may be referred to activities in any one or more of the LASC labs or programs and/or to modular courses offered through the Readiness Program.

<b>MATH RESOURCE CENTER ACTIVITY</b>				
<i>Timeline, Major Tasks &amp; Persons Responsible for Strategies Development</i>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Strategies to Improve Progression of Developmental Math Students –</b> <i>Activity Director, Faculty</i>				
MRC-finalize design & Policies Activity Team	Pilot <b>Math 210</b> Faculty	Develop computer-assisted strategies and tutoring materials for MRC. Pilot with <b>Math 112 &amp; 114</b> <i>Faculty &amp; Activity Director</i>	Develop <b>On-Line Modules</b> in Math	
			<b>Pilot: Math 210</b> <i>Faculty</i>	<b>Pilot: Math 114</b> <i>Faculty</i>
		<i>MRC Faculty Team</i> develops and pilots new teaching strategies, modules and CAI for use in MRC. Evaluate, modify, institutionalize.		
<b>Expand Tutoring Support Into MRC: Instructional Associates and Tutors</b>				
<b>Embedding of Vital Support Services into Math Resource Center</b> <i>MRC Activity Director, MRC Counselor, Assessment Director</i>				
Review with select <b>Math Diagnostic Assessment</b> for pilots. Develop skill specific assessment tests to assess deficiencies and test for mastery.		Pilot Diagnostic Assessment for Math in LRC. Pilot testing/retesting for Skill Mastery with <b>Math 210</b> . <i>Assessment Dir, Counselor, Faculty</i>		Refine and institutionalize new assessment procedures
<b>Individual Ed Plans:</b> <i>LASC Math Counselor</i> phases-in development of IEPs with developmental math students in conjunction with English Counselor in LASC to avoid duplication.				
<b>Faculty Development and Instructional Technologies Training</b> <i>Director of Professional Development, Faculty</i>				

**The Math Resource Center (MRC)** – Improving access, persistence, retention, and success in math for high-risk students will require a plan similar to that outlined above for the LASC. The

<sup>14</sup> Boylan, Bonham, Bliss, & Saxon.(1995). “What We Know About Tutoring; Findings from the National Study of Developmental Education.” *Research in Developmental Education*. 12(3) 1-4.

<sup>15</sup> “Interfacing the Faceless: Maximizing the Advantages of Online Tutoring.” Writing Lab Newsletter 25.2 (2000)

MRC, which opened in Fall 2005, needs direction and development. The MRC Team will consist of math faculty, the counselor reassigned to math, the Activity Director and a classified MRC supervisor. The MRC Team will develop the functions and expand the offerings and purpose of the MRC in addition to determining the duties of the Math Resource Center Coordinator and Staff. We investigated many math centers and labs,<sup>16</sup> but came to realize that our own **Math Performance Success Program (MPS)** designed specifically for under-prepared students has achieved its goals of enabling its under-prepared students to succeed at a much higher rate than those students enrolled in regular math classes and is an good model to expand.

The MRC Team will develop a diagnosis, counseling and advising area specifically for students in math, to be located in the large new remodeled space which will house the Math Resource Center. The MRC Activity Director will work with the math department and faculty to review and restructure existing math offerings, in order to give students more options for taking a class and/or finding the academic assistance needed to pass the course. Academic assistance to be developed will include math modules, workshops – including workshops in overcoming math anxiety, linked classes, tutoring and/or other supplementary instruction.<sup>17</sup>

### **EMBEDDED SERVICES AND SUPPORT STRATEGIES**

**Assessment** –The MRC Team, with the help of the Director of Assessment, will evaluate current math assessment tests, investigate alternative tests, and select and implement diagnostic testing instruments which identify students' *individual areas of weakness*. The Team will then create or purchase math modules which teach to specific skill deficiencies. These modules will be

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<sup>16</sup> Colleges Contacted: UC Berkeley, San Francisco State, San Jose State, Delgado Comm. College, LA, Richland College, American River CC, CA., Bakersfield College Mesa Center

<sup>17</sup> Boylan, Hunter R. *What Works: Research-Based Best Practices in Developmental Education*. Continuous Quality Improvement Network with the National Center for Developmental Education Appalachian State University. Appalachian State University, Boone NC, 2002

available for use by the individual student working to improve specific math skills or faculty members who may require a class to complete a particular module. As with the Language Arts Success Center, students can refer themselves to the Math Resource Center or be referred by a faculty member or a counselor.

**Curriculum Review and Revision** – Developmental level curriculum in English, reading, writing and math will be reviewed for gaps in curriculum and services and revised as needed. Developmental education course content will be linked both to college-level requirements and to requirements for Basic Education. **Faculty and staff will ensure that a logical bridge between the exit requirements for one area and the entrance requirements for another exists.** In a recent Texas study it was shown that developmental programs with a strong consistency between exit and entrance standards had higher rates of retention through student goal completion than those that did not.<sup>18</sup> *If a student is unprepared for the next subsequent educational step then the college has failed in its mission and purpose.*

**Student Support Services** As stated in the CDP, Professor John Lovas' 2004 survey of over 2,000 developmental education (DE) students revealed that most do not take advantage of the many support services available. Ironically, these are the very students most in need of special support to improve their skills so that they can move on to college-level courses. The fragmentation and lack of coordination of De Anza's many services poses a barrier for students and exacerbates the problem. The multitude of services available to students are scattered across the campus and are generally very autonomous – each operating in its special program fiefdom. Far too few students feel engaged or connected to the college or support services in a meaningful

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<sup>18</sup> Perin, C. *The Organization of Developmental Education: In or Out of Academic Departments?* Community College Research Center Brief (14). April 2002

way, a situation which research indicates increases likelihood of drop-out.<sup>19</sup> Through the new Centers and their learner-centered environment, students will form connections with faculty, study groups, and counselors and will become more engaged in meaningful relationships related to and supportive of learning and goal achievement.

Throughout the five years of this grant, faculty, administration, and staff of student support services will work closely with each other. Each of the support programs will be reviewed and, where necessary and possible, revised to better coordinate with other services offered. As a major function of this process, faculty and counselors will meet regularly and work together to share knowledge, insights and effective techniques. Whenever possible student services programs will be relocated to a centralized location or incorporated in the LASC or MRC. As expert Hunter Boylan has insisted:

“If developmental programs are not centralized, it is important that some method be used to insure that those teaching developmental courses and providing academic support services interact with each other on a regular basis.”<sup>20</sup>

**Student Services in the LASC and MRC** - Coordination of efforts between the instructional faculty and the counselor in the LASC and MRC will be regular and ongoing. As a pilot to the cross-campus coordination of services and increased communication, faculty and counselors will work together to strengthen the likelihood of success for students assessed with skill deficiencies. Together, faculty and counselors will determine what additional alternative instruction methods

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<sup>19</sup> Silverman, S. L. and M. E. Casazza (2000) *Learning and Development: making connections to enhance teaching*. Jossey-Bass, San Francisco.

<sup>20</sup> Boylan, Hunter R. *What Works: Research-Based Best Practices in Developmental Education*. Appalachian State University, Boone NC, 2002

and styles and which specialized program will best serve each student. Counselors will also help each student with an Individualized Education Plan (IEP) to reach his/her goals.<sup>21</sup>

**Developing Communication Processes:** Communication must take place on the program/departmental level, but more importantly communication must take place across all areas of the College in order to close the equity gaps that exist between developmental education and transfer-level students and across ethnicities. The faculty and counselors of the Centers will devote a portion of their work to designing the communication avenues that must operate between instructors, students, counselors and the aids offered in each center. The Activity Directors of the MRC and LASC, must not work in isolation from one another. Embedded counselors in the two Center must coordinate and communicate, so they are not each developing an IEP for a single student who happens to have classes connected to both the LASC and MRC. The faculty and counselors will pilot new means of working together and mentor other faculty, initially in English, reading, and math, so that successful practices will be institutionalized.

**Faculty Development:** Budget cuts and funding problems have seriously curtailed the faculty development program at De Anza College. **Accreditation recommendations includes requirement for faculty development in instructional technology, teaching with technology, the development and use of student learning outcomes and closing the equity gap between students of color and Asian/Caucasian students. All these areas are related to this Title III project.** With the aid of the Office of Staff Development, faculty development will be a key component of institutionalizing the tasks outlined in Activities.

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<sup>21</sup> Commander, N., et al *A Learning Assistance Model for Expanding Academic Support*. Journal of Dev Ed, 20(2) 8-16.

The standing Faculty Development Committee will be responsible for working with Activity Directors throughout the five-year grant to develop training. Experts in a variety of fields will be brought to the College to provide workshops, facilitate change, and/or increase the skills and awareness of faculty and student services staff. Faculty in each discipline will sponsor workshops to share their expertise and their findings about best practices and “what works.”

The faculty development activity of this grant will also be used to develop a mentoring program for faculty. The initial “pilot cohort” of instructors will mentor new instructors in the Activity’s programs and will provide training for the rest of the full-time faculty in their disciplines and for the continually changing groups of part-time faculty.<sup>22, 23</sup>

Following the award-winning Developmental Education initiatives at Los Medanos College (begun with Title III project training faculty at NCDES), **a team four will be sent to the Kellogg Institute at the National Center for Developmental Education (NCDES)** at Appalachian State University in the first year of grant, for advanced training and certification as developmental educators; two-person faculty teams will also be sent in year two. The Kellogg Institute program consists of two components: 1) an intensive, 4-week summer residency and 2) a supervised practicum following the residency and carrier out at the participant’s home campus. **The training program at the Kellogg Institute has four tracks**, each covering a critical area of vital significance: Assessment and Placement focuses on the use of tests for assessment and placement of developmental students, the design and implementation of assessment systems, and the use of computer-adaptive testing. Designing Learning Environments focus on approaches to teach, current research in developmental instruction, and classroom assessment. Leadership and

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<sup>22</sup> Boylan, H. What Works: Research-Based Best Practices in Developmental Education. 2002.

<sup>23</sup> Lemire (98). *3 Learning Styles Models: Research & Recommendations for DevEd Learning Asst Review*, 3(2), 26-40

Academic Support Services covers instructional support for developmental education such as supplemental instruction and multiple tutoring strategies. Outcomes Assessment and Program Evaluation focuses on a general model for evaluation, selection of evaluation criteria, and relevant research findings on program evaluation. **We are going to create our own team of college experts in the field of developmental education** – with abilities to restructure programs and services to help DeAnza students reach their goals.

<b>Combined Implementation Details and Timelines for Language Arts &amp; Math Centers</b>			
<b>Personnel</b>	<b>Tasks &amp; Results</b>	<b>Timeline</b>	<b>Relationship to Obj's</b>
<b>Project Start-Up</b>			
President, Vice-President and Project Director	Award Announced. <i>Celebrations!</i> All College staff receive general overview. Appointment of Title III Steering Committee by President.	9/2006	<b>Good Communication Strong Staffing Timely Project Start-up</b>
Vice-Presidents, Deans, Dept Chairs, Human Resources	Hiring/Reassigning Personnel. Standard selection and hiring practices	Fall 2006	
Project Director	Establish Title III Office	10/2006	
<b>On-going for All Five Years – Only Listed in These Tables Once</b>			
<p><b>Compliance by all Project Staff with Foothill-DeAnza and federal guidelines for purchasing, travel, contracts and consultants.</b></p> <p><b>Continual Monitoring, Strong Activity Management and Effective Communications</b> (<i>See Project Management Plan</i>)</p> <p><b>Continual Evaluation, stressing formative feedback for improvement and assessment of impact of training and new practices on increased progression through math and English sequences which are barriers to thousands of students.</b> (<i>See Evaluation Plan</i>)</p>			
<b>Year One</b> LASC Team: LASC Dir, TIII Coor, English-Lang.Arts Faculty, Student Support & Assessment staff Counselors	Develop LASC procedures, schedules, staffing and coordination of multiple assistance options. Move Writing Center to LASC location.	10/06 – 4/07	Basis for all LASC Objectives
MRC Team: MRC Director, TIII Coor, Math Faculty, Student Support Staff, Assessment staff and Counselors	Design MRC procedures and coordination courses and math assistance strategies, including group work, CAI, diagnostic retesting, tutoring.	10/06-4/07	Basis for all MRC Objectives
LASC Activity Team, Faculty	Review and revise LART 200/100 for entrance/exit requirements, faculty interaction, curriculum overview, outcomes, counseling and assessment, use of instructional assistants and LASC options.	10/06 7/07	LASC Objective 1.1 LASC Objective 2.1 Objectives #6 and #7
English & Language Arts Faculty	Pilot new capacities and assistance for LART 200/100 (developmental level combined reading/writing class).	Spring Qtr 2007	LASC Objective 1.1
MRC Activity Team, Faculty	Review and revise Math 210 for entrance/exit requirements, faculty interaction, curriculum overview,	10/06 – 7/07	MRC Objective 1.1 MRC Objective 2.1

	outcomes, counseling and assessment, use of instructional assistants and LASC options.		Objectives #6 and #7
Math Faculty	Pilot new capacities and assistance for Math 210	Spring 07	MRC Objective 1.1, 2.1
LASC and MRC Activity Teams in tandem and separately, Office of Organizational Development	Investigate best practices for teaching of developmental education. Develop selection process for faculty going to Kellogg Institute & Send Team to Kellogg.	11/06 – 6/07	Combined Objective #6
Embedded Counselors, Counseling Staff, faculty	Working together to avoid duplication of efforts, phase in the use of IEP with developmental Math and English/LA students.	<b>Ongoing beginning in year 1</b>	Combined Objective 7 Supports and strengthens all objectives
<b>“Ongoing beginning in Year 1” (or year 2, 3 etc.) means that this task line will continue from that point forward through each of the five years, but is listed only once</b>			
<b>Year Two</b> LASC Activity Team, Faculty Instructional Assistants	Develop <b>CAI/tutoring/instruction assistance</b> program for developmental English/ Language Arts beginning with tutorials for <b>LART 200/100</b> . Pilot Spring Qtr 08	10/07 – 9/08	LASC Objective 2.2, 3.2 Combined Objective 7
MRC Activity Team, Faculty Instructional Assistants	Develop <b>CAI/tutoring/instruction assistance</b> program for developmental Math beginning with tutorials for <b>Math 210</b> . Pilot Spring Quarter 08.	10/07 – 9/08	MRC Objective 2.1 MRC Objective 2.2 Combined Objective 7
Math Faculty, MRC Director English/LA Faculty, LASC Dir	Develop Computer assisted learning strategies and tutoring materials for Math 112 and 114 for MRC.	4/08 9/08	MRC Objective 2.1, 2.2, 3.1, 3.2
Embedded Counselors, faculty, Assessment Office	Continue/Refine <b>Diagnostic Testing</b> , implement mastery testing portion of assessment. (LASC/MRC)	Pilot Fall 2007	LASC Obj 3.1; MRC progression objs; Obj 7
LASC and MRC Activity Teams in tandem and separately, Office of Organizational Development	Implement long-term <b>faculty development program</b> focusing on technology in the classroom and teaching to diverse learners. Develop calendar of events and workshops Arrange for experts and offer training	<b>On-going beginning in Year 2</b>	Combined Objective #6 Strengthens all Objectives
Activity Teams, College-wide participation, student services	Review all student service programs evaluate for effectiveness/ use, revise, combine and reassess as needed. Use campus forums to disseminate info	<b>On-going beginning in year 2</b>	Combined obj s 6 and 7 Also all LASC and MRC progression objs
<b>Year Three</b> English/LA Faculty, LASC Dir; Instructional Assts	Pilot CAI, Tutoring for LART 200/100	Fall Qtr 2008	LASC Objective 2.1, 2.2, 3.1, 3.2
Math Faculty, MRC Director Instructional Assistants	Pilot CAI, Tutoring for Math 112, 114	Fall Qtr 2008	MRC Objective 2.1, 2.2, 3.1, 3.2
Activity Teams, Faculty	Further Develop & Pilot 2-3 new <b>alternative teaching</b>	<b>Ongoing</b>	Combined Objective 7

Instructional Assistants	<b>strategies</b> , modules, CAI in English, reading and math per year	<b>beginning in year 3</b>	Also all LASC and MRC progression Objs.
Embedded Counselors, faculty, Assessment Office	Pilot <b>Diagnostic Testing implement mastery testing portion of assessment. (LASC/MRC)</b> Beginning with Math 210 and all EWRT/READ developmental Cohorts	Pilot Fall 2008	LASC Objective 3.1 MRC progression Objs. Combined Objective 7
<b>Year Four</b> English/LA Faculty, LASC Dir	Develop and Pilot English 100B/160, combined developmental reading and writing	Spring 2010 Pilot	LASC Objective 2.1, 2.2
Math Faculty, MRC Director English/LA Faculty, LASC Dir	Develop On-Line Modules in English, reading and math Modify teaching strategies, and CAI as needed.	<b>Ongoing beginning Year 4</b>	MRC/LASC progression & retention objectives Combined Objective 7
Embedded Counselors, faculty, Assessment Office	Pilot <b>Diagnostic Testing implement mastery testing portion of assessment. (LASC/MRC)</b> developmental Math and LART 200/100	Pilot Fall 2009	MRC Obj. 4.1, 4.2 LASC Objective 4.1 Combined Objective 7
<b>Year Five</b> English/LA Faculty, LASC Dir	Develop and Pilot EWRT 200/150, combined developmental reading and writing	Spring 2011	LASC Objective 5.1, 5.2
Math Faculty, MRC Dir	Develop and Pilot Math 114	Sp 2011	MRC Objs 5.1, 5.2, 5.3
Embedded Counselors, faculty, Assessment Office	Refine and institutionalize new assessment procedures	2/11-8/11	MRC/LASC progression & retention objectives Combined Objective 7
<b>Final Evaluation, Internal and Independent Assessments , Final Reports to Department of Education and to DeAnza College See Project Management and Evaluation Plans</b>			

**KEY PERSONNEL**

<b>TITLE III COORDINATOR (50% Time)</b>	
<b>Job Description</b>	Position has full authority for Title III with direct access to President and Cabinet. Provides leadership to/directs all aspects of 5-Yr Strengthening Institutions grant.
<b>Duties:</b>	Communicate informed understanding of Title III objectives to all constituencies; Coordinate activities for maximum effectiveness and utilization of resources including personnel; Authorize all expenditures, maintain control over budget, establish procedure for timely processing/approval of expenditures; remain informed re: Title III/ ED policies and terms; ensure adherence to district, state and federal requirements; Create <i>Project Manual</i> ; Supervise Activity Personnel; Prepare and submit required reports; Maintain records as required; Facilitate implementation of effective evaluation process; Work w/ administration & faculty to institutionalize new practices & improvements
<b>Qualifications of Carolyn Keen – Title III Coordinator</b>	
<b>Related Experience</b>	<u>Stanford University, CA 1984 – 2000: Lecturer- Writing &amp; Critical Thinking</u> <u>De Anza Community College, Cupertino, CA:</u> Coordinator/Writer - Title III Application Team 2004-06; 1996 -99: Honors Program Coordinator; English Dept Chair, 1976-95 (Wrote Curriculum, Hired, Scheduled Faculty); Managed Dept. Budget, Program Reviews, Accreditation, Grants/Special projects. Instructor: All levels English including developmental
<b>Formal Education</b>	<u>Stanford University, CA:</u> B.A. English Literature; M.A., English Literature; A.B.D., American Literature; <u>Claremont Graduate School, Pomona, CA:</u> Graduate courses in Education; CA Secondary Credential
<b>Other</b>	Educational professional with 20+ yrs. experience in teaching, managing programs, evaluating students/faculty, and counseling; Strong mgmt skills from development through execution, including stream-lining processes, identifying & executing solutions; Learning Communities; Developmental Task Force; Readiness Program

<b>Administrative Assistant (50%) Works under supervision of Title III Coordinator.</b>	
<b>Duties</b>	Assists w/ <i>Project Manual</i> ; compiles reports; maintains records; processes purchase requests; communications hub; arranges mtgs; prepares/distributes materials
<b>Required Exper.</b>	AA pref., 3 yrs exp. in higher ed; office computers skills; word processing, data-bases, spreadsheets; purchasing/payroll, strong written/ oral communication skills



**Activity/LASC Director (.5 FTE)** A teaching replacement will be hired for Gregory Anderson who currently serves as the Director for the College Readiness Program. The LASC Director is a new fulltime position to be phased onto institutional budget for continuation at grant's end.

<b>Qualifications - Activity/LASC Director</b>		<b>Gregory Anderson</b>
<b>Academic Education and Credentials</b>	Doctorate of Education, USC (expected 8-2006); M.A., School for International Training; Diploma in Teaching, Language Proficiency, and Cultural Adaptation, US Peace Corps, Lesotho, Africa, 1989; B.S., Speech Communication and English, U of Wisconsin, 1988.	
<b>Related Professional Experiences</b>	Current Director De Anza's College Readiness Program; Senior Lecturer, American Lang. Institute, USC; Program Coordinator, International Teaching Assistants, USC-ALI; Coordinator Assessment & Testing, USC-ALI; Program Coordinator, School of Policy Studies, Sanda, Japan; High School & Primary School Teacher, US Peace Corps, Lesotho, South Africa.	

**Activity/MRC Director (.5 FTE)** -- New position to be transitioned into college funds beginning in year three.

<b>Qualifications - Activity/MRC Director</b>	
<b>Title III Duties</b>	Title III duties and duties as MRC Director are described in full above
<b>Minimum Qualifications</b>	Bachelor's degree in Math, Science or Engineering; teaching credential or teaching experience, including lesson and portfolio development/planning; three years experience in a Community College setting; experience in provision of student academic support such as tutoring; excellent oral, written, & interpersonal communication skills.

**Activity Teams:** The following faculty will be released from classes as necessary to serve as the Activity teams for the LASC and MRC. All members of the team have appropriate education, respect of peers and background to serve on this important team.

<b>English Lead</b>	Judith A Hubbard	<b>Reading Lead</b>	Ulysses Pichon
English	Julie Sartwell	Reading	Kristin Skager
English	Marilyn Patton	Reading	William Turner
<b>Math Lead</b>	Barbara Fink	<b>Counseling Lead</b>	Veronica Avila
Math	Richard Lopez	Counseling	Herminio Hernando
Math	Vladimir Logvinenko		

**Faculty Release** Funds are requested for curriculum review and revision, faculty projects, training, development activities and other projects related to this Title III proposal.

**Instructional Assistants** – Hourly instructional assistance will be needed for in-depth tutoring, and learning assistance in the LASC and MRC. Minimum of an A.A is preferred; however advanced DeAnza math students will be hired to assist developmental level students.

### **OTHER STAFF/FACULTY**

<b>Marcos Cicerone, Director of Staff and Organizational Development -- will serve as consultant and as lead designer, with Title III teams, to develop and schedule faculty training/workshops and presentations – Paid in full by De Anza College</b>	
Academic Ed Credentials	B. A., Spanish/English, NYU; M.A., Maestría, Lengua Española y Literatura Hispanoamericana Univ. Nacional Autonoma de Mexico, Mexico City
Related Prof Experiences	1989-Present, De Anza Director of Staff & Organizational Development; 1987-1989, De Anza Chair Foreign Languages; 1971-76, Teaching Fellow, Dept of Spanish & Portuguese, Stanford University.
Related Prof Activities	Invited presenter on Learning Communities at ACCA, League for Innovation (Dallas); WA Center for the Improvement of Undergraduate Education

<b>Bert Manriquez, Director of Assessment – Work with LASC and MRC Directors and staff regarding assessment instruments. – paid in full by De Anza College</b>	
Academic Ed	Ph.D., Stanford University School of Education, Evaluations, 1978
Related Prof Experiences	1985-Present: Director Assessment Center; 1978-85: De Anza, Director of Tutorial/Skills Center; 1969-73: Secondary History Teacher; 1975-1978: Research Assistant, Stanford University, Research and Development Center

<b>Kevin Metcalf, Web Designer assist faculty in design of web sites for the LASC and MRC.</b>	
Academic Ed	B.A., Computer Science, Point Loma Nazarene University, 1999.
Related Prof. Experience.	2001-Present, Web Programmer, DeAnza; 2000-01, Lighthouse Bus.Partners, Cupertino, CA; 1997-2000, Lighthouse Marketing Group, Software Dvelopr.

### **PROJECT MANAGEMENT PLAN**

**Reporting Structure and Authority:** Title III activities will be managed by a structured process of on-going involvement by top-level administrators at De Anza College, with day-to-day supervision by a Title III Coordinator reporting directly to College President. The project coordinator will have direct access to the president and other administrators as needed. The President’s Cabinet has selected Carolyn Keen, a highly experienced faculty member who led the team developing and writing this application, to manage the project with support and assistance