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Budget Note: *Per instructions in Guidelines and at Title III Application Development work-shops, Project Management and Evaluation budget is integrated with Activity Budget. General Budget Information is on Page 49*

<p>TIEBREAKER INFORMATION</p> <p>Total FALL 2003 FULL-TIME EQUIVALENT (FTE) students = 6,958</p> <p> a) Total market value of endowment fund for 2003-04 = 5,283,763</p> <p> b) Total expenditures for library materials during 2003-04 = 28,316</p>

INSTITUTIONAL NARRATIVE

1. INTRODUCTION TO THE COLLEGE AND COMMUNITIES SERVED: Since 1967 De Anza College, the larger of two community colleges in the Foothill De Anza District and one of the largest of California’s 108 community colleges, has served the ever-growing and diverse population of Santa Clara County. In Fall 2005 De Anza enrolled 23,255 students (4,098 FTE). Located 45 miles south of San Francisco, De Anza offers education and training, degrees and certificates that provide the Santa Clara community with a viable work force. **The community’s changing needs, its past exhilarating financial successes and its equally devastating recession, continue to influence the College’s programs and curriculum.**

2. COLLEGE MISSION STATEMENT: *Building on its tradition of excellence, De Anza College challenges students of every background to develop their intellect, character, and abilities, to achieve educational goals, and to serve their community in a diverse and changing world.¹*

3. STUDENTS SERVED Although the majority of students come to De Anza with a high school diploma or GED, in Fall 2005, 3,277 students (14.1%) reported a foreign degree or education in a foreign secondary school and 5,212 students (22.4%) had already completed a college degree (Associates or higher) and were returning for special skills training or enrichment courses.

Student Profile Summary - Fall 2005 Census					
Total Headcount		23,255	Total FTE		4,097
Males	11,096	47.7%	Enrollment Intent/Goals		
Females	12,093	52.0%	Transfer	11,354	48.8%
Full-Time	8,499	36.5%	Vocational	678	2.9%
Part-Time	14,756	63.5%	Career	3,403	14.6%
Day	19,189	82.5%	Undecided/Other	7,820	33.6%
Evening	4,066	17.5%	Total	23,255	100%
Average Age		26.7			
Low Income: By the beginning of Fall Quarter 2005, the number of students requesting financial aid at De Anza increased by 41 % over the previous Fall.					

¹ As printed in the 2005-2006 *De Anza College Catalog*

Tremendous Diversity: The complexities of races and multi-cultural backgrounds are evidenced by Fall 2005 ethnicity data: 41% Asian (Chinese, Vietnamese, Indian, Korean, Japanese, Cambodian, Laotian), Filipino and Pacific Islander; 26% Caucasian; 14% Hispanic; 5% African American; 19% Other (mostly blended ethnicities representing).

Student Skill Deficiencies: 57% of students indicate a goal of an AA/AS degree or transfer; however, 85-90% of students taking required English or Math placement tests fail to qualify for college-level courses. In 2004-05, 16,000+ students enrolled in developmental English courses.

4. COLLEGE PROGRAMS AND ACCREDITATION: De Anza offers: 60 AA or AS transfer degree programs; 40 vocational/technical degrees and 262 certificate programs; general education; specialized pathways; comprehensive student support services and a variety of specialized programs to aid students in attainment of their maximum potential. De Anza is accredited by the Western Association of Schools and Colleges and several program specific accrediting agencies.

5. FACULTY CHARACTERISTICS: Every faculty member teaching an academic subject has at least a Master's Degree; many have doctorates. Many faculty in technical/vocational fields have a Master's Degree or equivalent, and all have outstanding qualifications and experience. The College continues to make every effort to narrow ethnicity gap between faculty and students.

De Anza Full-Time Faculty Ethnicity - Fall 2005										
	Am Indian	Asian/Pac Is	Af-Am	Filipino	Lati no	Middle Eastern	Unk	White	Total	
Faculty	3	25	13	2	21	2	12	175	256	
Non- Teaching Faculty	0	13	8	1	9	0	14	29	64	
Faculty Gender - Fall 2005				De Anza Faculty Age - Fall 2005						
	Female	Male	Tot	U 30	30-39	40-49	50-59	60-69	70+	Total
Faculty	126	130	256	6	41	65	95	48	1	256

COMPREHENSIVE DEVELOPMENT PLAN

CONSEQUENCES OF NOT SOLVING PROBLEMS: Institutional researchers estimate that in the past five years over 10,000 full-time students have been blocked from achievement of educational goals because they have not passed English and math gateway classes. The lingering effects of the deep, economic depression in Silicon Valley, recent policy changes in the University of California and CA State University systems limiting access to under-prepared students, and the dramatic changes in the Valley's demographics, intensify the situation. **Given the current economic and demographic realities (combined with the fact that De Anza is projected to grow 20% by 2010), without vital systemic changes, an additional 25,000 students will be derailed by English and math barriers to their educational goals over the next decade.**

PLANNING & PROCESSES FOR ANALYSIS OF PROBLEMS: This CDP and development of the responding Activities has been supported by the foresight of college leaders and bolstered by the shared-governance process, a collaborative effort involving all campus constituencies. Numerous groups and individuals have supported the analytical work of the Title III Steering Committee, documenting strengths and weaknesses, providing ideas and relevant data, including the documents identified in the "Selected Planning Documents" detailed on the next page. In particular, Professor John Lovas' survey of over 2,000 developmental Language Arts students has provided key information about the current student population and their needs.

Administrators, faculty, staff, and students have shared articles, studies, books, surveys and reported on visits to model programs at other colleges. De Anza's *Program Review Process*, *Student Equity Plan*, and *Educational Master Plan* are foundational to planned strategies. The District Office of Institutional Research has supplied extensive analysis of research data about student academic performance, as well as input from community, K-12, business and industry.

Constituencies Involved In Title III Planning and Analysis Processes:	
Developmental Task Force Tutorial/ Skills Centers Faculty and Staff of the Language Arts Math, Physical Science and Engineering Division Student Services and the Diversity Council Educational Diagnostic Center Assessment Office Financial Aid Office Admissions Staff Faculty Academic Senate Faculty and Staff: Readiness Department Workforce and Economic Development Marketing Department	Educational Technology Services Students/De Anza Student Body Association Curriculum Committee Office of Staff & Organizational Development Enrollment Management Team College Council & Deans' Council The President's Cabinet Foothill-De Anza Board of Trustees Part-Time Faculty and the LinC Program De Anza College Alumni Association Office of Institutional Research Local Businesses and Industry CupertinoCityCouncil&Mayor-faculty member
Selected Planning Documents used for Title III Analysis	
Foothill/DeAnza Educational Master Plan 2005-2015: Advancing the Legacy "Curriculum Guide -Student Equity,"Sp05 "Exit Exam Results Troubling." <i>San Jose Mercury News</i> .11/ 2/02. p.1A & 14A De Anna Student Language Survey. F'02 De Anza Student Equity Action Plan.F'05 K. Stange, <i>Economic Impact of Foothill- DeAnza Comm. College District</i> , 11/05 Educational Master Plan-DeAnza 2005 College Accreditation Self-Study, 2005	"Results from DeAnza Math Performance Success (MPS) Program," 2005 "Transitions and Tarpits: Access to Higher Ed and the Silicon Valley: 2010 Vision "Counseling 100, Orientation to College: Summer Enrollment Trends & Persistence," 2003 "Examining Course Advisories in Social Sciences, Humanities Division: Proposed Methodology and Examples", June 2003 "Student Success in DeAnza LinC Program," 2003 DeAnza College Program Review—English, Mathematics, Reading

ANALYSIS OF STRENGTHS, WEAKNESSES, AND PROBLEMS

STRENGTHS OF DEANZA COLLEGE <i>Related to Title III Project</i>	
Strengths of Academic Programs and Services	<ul style="list-style-type: none"> • Excellent Faculty and Staff: The College has a faculty with a high number of Ph.D.s and discipline experts, many with published works in their fields, and numerous faculty who have won state and national awards for excellence in teaching and for leadership in their respective fields. • Superior Transfer Program: De Anza is major gateway to four-year institutions, according to the CA Postsecondary Ed Commission, and is one of top California colleges transferring students to UC and CSU systems. • Excellent instructional technology infrastructure: De Anza's location in the Silicon Valley has helped in keeping De Anza's technology current. • Strong faculty commitment to the development of varied and innovative instructional strategies as well as to more technology-based instructional delivery systems is widespread. • Exemplary student support programs such as EOPS, DSPS and other specialized programs assist low-income, high-risk students; College Readiness Program offers peer tutoring and academic assistance.

<p>Strengths of Institutional Management</p>	<ul style="list-style-type: none"> • Students serve on governance committees from Board to division advisory committees. • Under the strong leadership of its college president, De Anza maintains a devotion to being responsive to community needs and to a constituency-based shared governance process. • Faculty, administrators, and trustees participate in local, State, and national organizations and maintain close ties with high schools as well as with State colleges/universities and with key State government branches. • Quality Program Review & Enrollment Management processes are used annually with a three-year update that involves contributions of divisional staff, faculty, administrators, and researchers. • The budget is tied directly to the College Mission, to the annual Student Equity Action Plans developed in every program and division, and the <i>De Anza 2005: Pathways to Excellence</i>, the Education Master Plan. • De Anza publishes an annual report documenting its progress toward the goals outlined in the Education Master Plan.
<p>Strengths in Fiscal Stability</p>	<ul style="list-style-type: none"> • Historically, De Anza meets or exceeds its state FTE allocation. • In 1999 voters approved bonds for renovating, repairing and constructing classrooms and facilities. • Faculty, staff, administrators, and students work closely to monitor expenditures and to establish budget guidelines according to college and community goals and needs. • The Foothill-De Anza Community Colleges Foundation raises and invests funds to support educational excellence at both colleges in the District.
<p>INSTITUTIONAL WEAKNESSES OF DE ANZA COLLEGE</p>	
<p>Weaknesses of Academic Programs and Services</p>	<ul style="list-style-type: none"> • Assessment services are underdeveloped beyond that which is necessary for initial course placement; weak diagnostic testing and retesting. • Development and application of instructional technology has been focused at higher levels of transfer curriculum and in various partnerships with industry to the exclusion of developmental and entry levels of curriculum. • The 2005 Accreditation Team recommended that De Anza needs to provide more technology training for faculty. • The application of best practices to developmental levels of curriculum has not kept pace with the instructional innovation in transfer level courses. Faculty training has been haphazard and at times, non-existent. • Perceptions, and the reality, of exclusivity limit the use of student support programs such as EOPS, DSPS² and other specialized programs designed to assist low-income, high-risk students • Math and Writing Centers do not have the capacity to help the majority of incoming students in developmental courses leaving thousands unserved. • African-American, Hispanic, and Filipino students consistently perform 5% to 38% below the performance norm of other ethnic groups; their retention

² EOPS: Extended Opportunity Programs & Services; DSPS: Disabled Students Programs & Services

	<p>in key courses is similarly significantly below the average, a major problem identified by the 2005 Accreditation Team.</p> <ul style="list-style-type: none"> • The coordination of learning services is hampered by site location and organizational fractures.
Weaknesses of Institutional Management	<ul style="list-style-type: none"> • The continual challenge to diversify staff and faculty to better align with diversity mix of students. • Ability to track and monitor student progress is weak. Less than 5% of students in developmental classes have Educational Plans and there is no effective early alert, degree audit, or other means of /monitoring progress • Poor centralized referral services for students in need of assistance – only 16% of students in developmental classes ever visit a counselor or advisor for educational planning. • Services to Non-Native English Speakers: 75% of developmental students do not speak English as their primary language thus increasing the magnitude of deficiencies related to advising and intervention.
Weaknesses in Fiscal Stability	<ul style="list-style-type: none"> • A Diminished 2005-2006 Budget: CA budget for 2003-04 implemented <i>major</i> cuts – triggered by the economic recession, exacerbated by the State’s 2001 energy crisis. De Anza was forced to cut its budget by 3.9 million dollars. The College has not yet recovered from its economic loss.

DOCUMENTATION & ANALYSIS OF INSTITUTIONAL PROBLEMS AND WEAKNESSES

Problems of Academic Programs Addressed in this Title III Proposal	
Major Problem #1	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.
Related Accreditation Recommendations	<ul style="list-style-type: none"> ▪ Slow progress in discussion and formulation of student outcomes. ▪ Unacceptable progress in the development of a Technology Plan which includes faculty training.

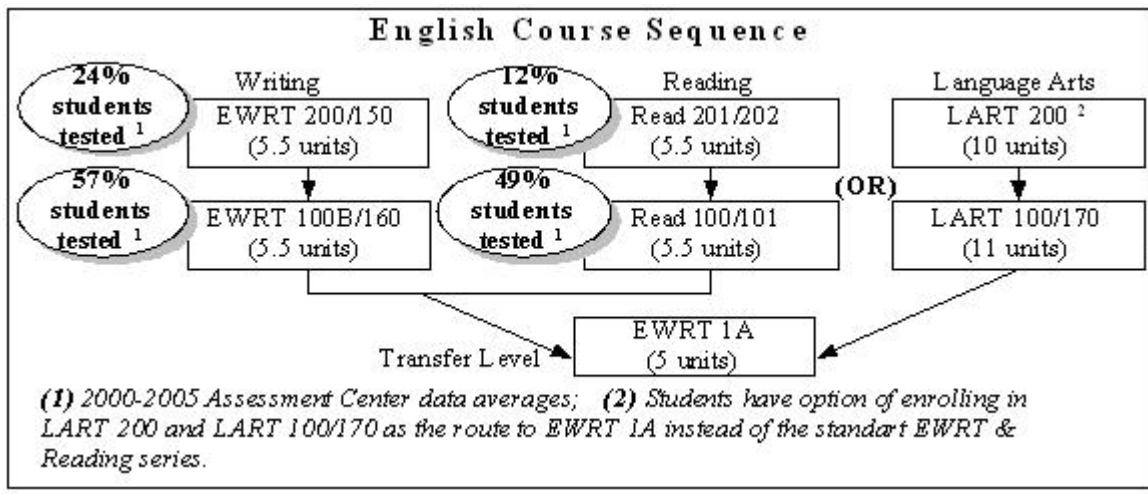
Students have high goals and no way of fulfilling them: A survey of 1,060 Developmental English students and 978 ESL students in Fall 2004 showed that 89% of students in Developmental English and 60% of ESL students hope to transfer or obtain an AA/AS or vocational degree.³ However, very few students placing in developmental levels ever reach those goals.

Additional Data on Developmental Students—2005	
Success Rate	The five-year historical success rate (passing the class with a C or better) for most of the students in developmental courses is less than 54%.
Time to Goal	Students in developmental math courses take a longer period of time to pass than those not placed in developmental courses and are less likely to attempt or

³ Overall only 41% of De Anza students indicate a goal of transfer to a 4-year or to complete a degree or certificate; so the 89% corresponding goal for developmental students was surprising.

	advance to college level math courses																																																											
Failed Attempts	Students placed in developmental courses have a higher rate of failed attempts than those students who are not placed in developmental courses.																																																											
Persistence/GPA	Students placed in developmental courses have a lower grade in subsequent English or math courses than students not placed in developmental courses.																																																											
GPA	Students placed in developmental courses have a lower cumulative GPA than those not placed in developmental courses.																																																											
Ethnicity	Hispanics and African Americans place in developmental courses at a disproportionately high rate & fail to persist to the next level at even higher rates.																																																											
Goal Completion	The majority of developmental students never complete two most basic college level classes- English 1A & Math 114, Intermediate Algebra)—needed to reach goals; with in 4 years, only 35% pass English 1A and only 16% pass Math 114.																																																											
Goals of Developmental and ESL Students at De Anza College																																																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Transfer To 4-Yr</th> <th colspan="2">Voc</th> <th colspan="2">AA/AS</th> <th colspan="2">Personal Growth</th> <th colspan="2">Parents</th> <th colspan="2">Determine Life Goal</th> <th colspan="2">Other</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Dev</td> <td>792</td> <td>80%</td> <td>3</td> <td>0%</td> <td>89</td> <td>9%</td> <td>25</td> <td>3%</td> <td>17</td> <td>2%</td> <td>46</td> <td>5%</td> <td>21</td> <td>2%</td> </tr> <tr> <td>ESL</td> <td>418</td> <td>45%</td> <td>22</td> <td>2%</td> <td>123</td> <td>13%</td> <td>227</td> <td>25%</td> <td>8</td> <td>1%</td> <td>76</td> <td>8%</td> <td>45</td> <td>5%</td> </tr> </tbody> </table>		Transfer To 4-Yr		Voc		AA/AS		Personal Growth		Parents		Determine Life Goal		Other		#	%	#	%	#	%	#	%	#	%	#	%	#	%	Dev	792	80%	3	0%	89	9%	25	3%	17	2%	46	5%	21	2%	ESL	418	45%	22	2%	123	13%	227	25%	8	1%	76	8%	45	5%
	Transfer To 4-Yr		Voc		AA/AS		Personal Growth		Parents		Determine Life Goal		Other																																															
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ANALYSIS OF ENGLISH GATEWAYS: The boxed diagram below, shows the distribution of 2000-2005 testing placements averages for both English and reading, as well as, the sequence of developmental courses leading up to transfer level, ‘Freshman Composition’ EWRT 1A. Students placing in the lowest levels of English (EWRT 200 or 100B) and/or reading (READ 201 or 100) are also required to enroll in a half-unit co-requisite class which supplements these courses and focus on the core principles and skills needed for the next level course.



In addition to passing the course itself, students must also pass a final exam in each of these co-requisite classes prior to enrolling in the next level English/Reading course. This exam is given and evaluated by faculty and staff in the English and reading courses. This final co-requisite test is crucial for making sure students have necessary competencies to progress to next level. Over 15% of students taking these courses and the co-requisite do not pass this “exit” exam and must repeat the co-requisite classes, often several times, before they pass and move up.

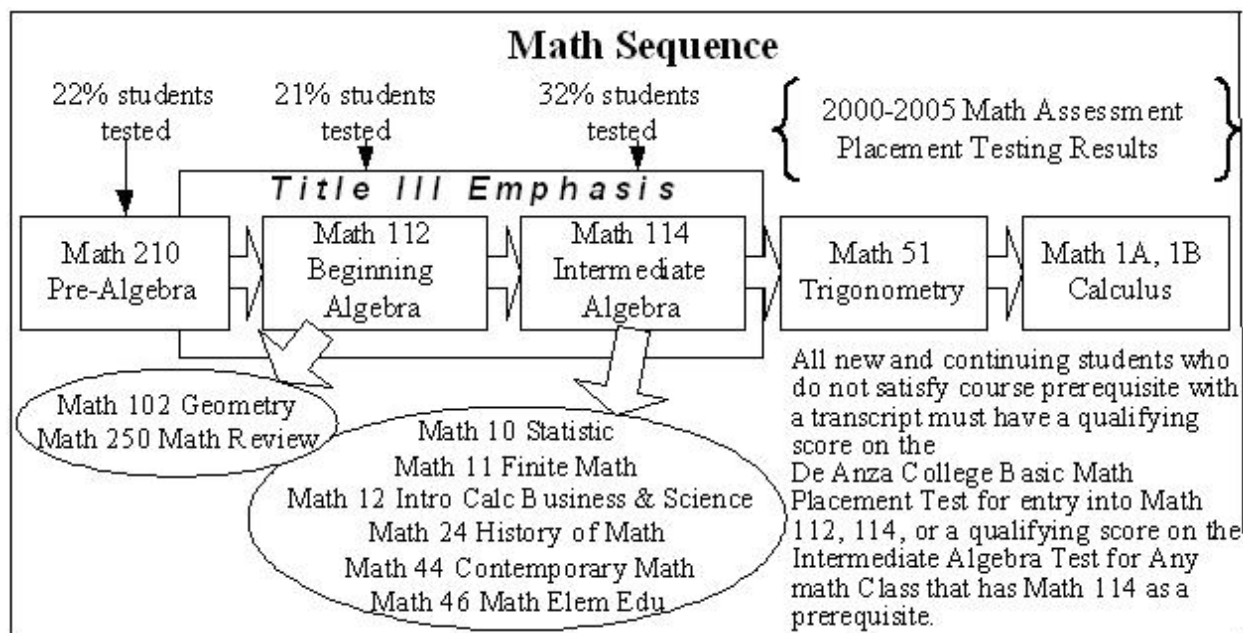
ENGLISH GATEWAY COURSES: BARRIER FOR THOUSANDS OF STUDENTS		
Course	Success Rate Data⁴	Why is this a Critical Gateway Course?⁵
EWRT 200: Fundamentals of Writing (taken concurrently with EWRT 150-Guided Practice in Writing).	70% of enrolled students (2000-2005 cohorts) successfully passed EWRT 200. <i>However:</i> <u>Poor Rates of Persistence:</u> Cohort tracking indicates only 45% of students beginning at EWRT 200 pass EWRT 100B within three years and only 35 % complete EWRT 1A*	2000-2005 assessment data, indicates an average of 24% of students tested place at this level two courses below EWRT 1A** <i>8-10 sections enrolling 200-225 students are offered each Fall.</i>
EWRT 100B: Preparatory Reading and Writing Skills (taken concurrently with EWRT 160-Guided Practice in Reading and Writing)	76% of enrolled students (2000-2005 cohorts) successfully passed EWRT 100B. <i>However:</i> <u>Persistence:</u> Cohort tracking indicates that only 53% of students beginning at EWRT 100B are passing EWRT 1A** within the next three years. <u>Repeaters:</u> Students can retake EWRT 160 (preparing to pass the exit test) three times for credit. 15% of 100B students repeat the course each year.	2000-2005 assessment data, indicates an average of 57% of students tested place at this gateway level - one courses below EWRT 1A**. About 2500 students take this course each year – the majority have declared degree and/or transfer as goal. <i>In a typical Fall term, 35 sections enrolling a total of almost 1000 students is offered.</i>
2000-2005 assessment data indicates an average of only 16% of those tested place directly into EWRT 1A		

**EWRT 1A (Composition and Reading: Standard ‘Freshman Composition).
This course is a requirement for all degrees and transfer students

⁴ Barr, R., “Tracking Of Cohorts” Study, District Office of Institutional Research, Spring 2005.

⁵ De Anza Assessment Center Data 2000-2005

ANALYSIS OF MATH GATEWAYS: The diagram below shows the distribution of testing placements averages and the overall sequence of developmental courses leading to transfer level.



Developmental students fail at an even higher rate in math than they do in writing. .

Fewer than 20% of students starting initially with Math 210 attempt college-level math course higher than Math 114, Intermediate Algebra. Of 932 students tracked in the 2004 cohorts, for example, only 10.5% completed any course higher than Math 114 within a period of four years.

Pre-College Math Courses Barrier For Thousands Of Students (2000-05 Cohort)		
Course	Success Rates Data ⁽¹⁾	Why Gateway Course? ⁽²⁾
Math 210 Pre-Algebra	An average 65% of enrolled students successfully passed Math 210, only 35% went on successfully pass Math 112 within three years. <u>Persistence:</u> Cohort tracking indicates that on average 16 % of students beginning at Math 210 are passing Math 114 within 3 years and less than 10% ever successfully complete math course above 114.	2000-2005 assessment data, indicates an average of 22% of students tested place at this lowest math level. <i>12-15 sections enrolling a total of 480-600 students are offered each Fall term</i>
Math 112 Begin. Algebra	While pass rates for students beginning in Math 112 reach as much as 72% only 40% went on successfully to pass Math 114 within three years. <u>Persistence:</u> Cohort tracking indicates that 24% of students beginning at Math 112 successfully complete a math course above Math 114 within three years.	2000-2005 assessment data indicates an average of 27% of students tested place here. <i>Fall 2004: 26 sections enrolling a total of 1040 students</i>

Math 114 Interm. Algebra	About 70% of students that begin at Math 114 pass the course. <u>Persistence:</u> Cohort tracking indicates that 50% of students beginning at Math 114 successfully complete a course above Math 114 within 3 yrs. y	2000-2005 assessment data, indicates an average of 32% of students tested place here. Course pre-requisite for most college programs.
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FACTORS CONTRIBUTING TO THE PERSISTENCE AND RETENTION PROBLEM

Explosive Growth of Households in which English is Not the First Language: Contributing

to the high numbers of developmental students is that “nearly half of Santa Clara County’s residents speak a language other than English at home following a decade of immigration that reshaped the Bay Area’s ethnic landscape.”⁶

In 2004 over **75% of non-ESL developmental students had a first language other than English in addition to the 100% of ESL students.** Typically, these students are recently arrived nonnative English speaking immigrants; they may have little or no English language proficiency; may or may not have first language literacy; and will require specialized instruction to develop oral fluency as well as academic reading and writing proficiency.

De Anza’s Service Area Transformed, but De Anza’s Developmental Program Did Not: As

documented on subsequent tables, De Anza’s ethnic diversity and the first language spoken by the majority of its students have changed dramatically since the mid-1970s when the College’s developmental programs were instituted. **These programs had been designed to meet the needs of at-risk students whose first language was English, but the program did not change to meet the needs of students whose first language is not English.** De Anza’s developmental curriculum, as well as coordination between English, reading, math, and ESL developmental faculty, has not changed adequately to meet the needs of this new population.

⁶ *San Jose Mercury News*, 27 Aug., 2002, A1

Dramatic Shift in Ethnicity and Language at De Anza College						
	Fall 1970	% of Total	Fall 2005	% of Total	Change as % of Total	<i>For the College, the importance of these ethnicity shifts is not one of race, but of language. Faculty must implement new methods and innovative strategies to help non-native English language speakers get past critical educational gateways.</i>
Asian/Filipino/Pacific Islander	296	3%	9,591	41.3%	+41.2%	
Caucasian/White	8,666	91%	5,982	25.7%	(-65.3%)	
African American	164	2%	1,218	+5.2%	+5.2%%	
Hispanic	445	5%	3,200	+13.8%	+13.7%	
Other	0	13.5%	3,133	13.5%	+13.5%	
Total	9,571		23,255			

The analysis of data gives an interesting profile of the De Anza students enrolled in developmental English. Most telling was the fact that **English is the first language of only 27% of the students NOT in the ESL program.** There was no single majority ‘first language’ group in ESL courses, although Chinese was highest at 31% followed by Vietnamese at 18%. *In total fifteen different first languages were found for non-ESL students.*

College’s Assessment Instruments Have Not been a Part of Regular Program Review:

Approximately 16,000 students per year take De Anza’s required Math, English, Reading, and ESL placement tests before they can enroll in college-level courses needed to transfer or obtain a degree/certificate. According to De Anza’s Director of Assessment, **85 – 90% of students tested during the past five years have placed into developmental classes.**

All entering new students who hope to transfer or obtain an AA/AS degree must prove their competency in English, reading, and math. Consequently, the majority of students take required placement tests. For English and reading, they take the College Board’s DTLS (Descriptive Test of Language Skills) and write an essay; for math, the College Board’s DTMS (Descriptive Test of Math Skills). Key faculty normed these tests when they were instituted in the mid-1980s, seven years ago, faculty re-evaluated the tests and modified the cut scores

accordingly. It is time to review them all again, as the current DTLS and DTMS **assessment tools do not provide adequate diagnostic assessment of a student's individual deficiencies.**

Assessment Shortcomings	Example: Impact on Students
Without better diagnostic assessment, faculty and counselors cannot identify a student's particular remediation needs and cannot prescribe the appropriate classes, modules, or skills sets that will most help that student.	A student scoring low on the DTMS because s/he did not understand fractions is currently placed into Math 112 (Beginning Algebra) Were the student able to have an intense review of fractions via specialized modules there could be a timely progression to Math 114..

Faculty Development and Support: Most faculty teaching developmental courses are also unprepared and inadequately trained to implement new and relevant technological resources and methods that might help their students. **The 2005 Accreditation Team recommendations included the need for new technology resources and technology training for faculty.** The tasks outlined in the Activity section of this grant respond directly to this recommendation.

Faculty in English, reading, and math are inadequately prepared to remediate individual skill deficiencies and/or identify the variety of learning styles they encounter in their students.

Faculty Development Shortcomings	Example: Impact on Students
English, reading, and math faculty have continually demonstrated their desire to find more effective ways to help under-prepared students.	A student whose first language is not English, may need work exclusively in clause manipulation, sentence boundaries, or vocabulary and usage. De Anza's faculty does not have adequate language-based training to address these particular problems

Progress to Date: In the Language Arts Division, over half of the faculty participate in the Developmental Task Force activities and attend yearly Developmental Task Force retreats which focus on ways to help developmental students improve their skills. They also provide and share workshops to inform each other about successful techniques that work. They have created a limited number of **LinC courses which combine English and reading instruction (coded LART)** specifically for students who have not reached college-level English. In the Math Department, faculty have developed a **Math Performance Success Program (MPS)** designed

specifically for under-prepared students. This limited program 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. It is, in fact, **the success of these two programs (LinC and MPS) which has, in part, inspired the plans and goals of this Title III proposal.**

PROBLEMS OF INSTITUTIONAL MANAGEMENT Addressed in this Title III Proposal	
Major Problem #2	Too few developmental students are served by a fragmented and duplicative infrastructure of student support programs & uncoordinated support services.
Related Accreditation Recommendations	De Anza must do more and better equity work for specific groups of students, specifically among Latino, African American and Filipino students.

Uncoordinated and Fragmented Services: In Fall 2005 a survey of students enrolled in developmental English and ESL revealed vital information about this large and growing group self-declared as transfer bound, who (as documented in Problem #1) have poor rates of success in critical gateway pre-requisites. This data, along with an analysis of relevant systemic weaknesses at the college impacting these students, follows. The vast majority of students enrolled in developmental levels of English and math are: in the traditional college-aged group, ages 18-24 years; are taking more than 10 credits; and have declared intent to get a degree or transfer. The following chart is based on student response to the survey question “*What resources out-side of classroom have you accessed at De Anza College?*” and is strong evidence that developmental students, the vast majority of whom plan to transfer to a four-institution, are literally falling through the cracks in the student support and learning assistance network at the college. **Only 4% used tutoring services; less than one in seven saw a counselor; and almost none were participating in the myriad of special programs designed to help students succeed.** In an effort to meet the needs of all, De Anza has added programs and services pertaining to specific needs. The College currently supports numerous small and large

Resources Accessed by Developmental Education and ESL students Fall 2005 (Partial list of resources available)				
<i>(Check all that apply)</i>	Dev. Education		ESL	
	#	%	#	%
Counseling	360	16%	230	13%
ATC computer labs	255	11%	255	14%
Open Media Lab	344	15%	331	18%
Lib. Internet Lab	231	10%	164	9%
Tutorial Center	81	4%	65	4%
Library	534	23%	457	25%
Career Center	74	3%	41	2%
Assessment Office	51	2%	17	1%
Transfer Center	113	5%	24	1%
Intl. Stnt Center	34	1%	93	5%
EOPS	89	4%	73	4%
CARE	9	0%	3	0%
OTI	10	0%	13	1%
EDC	22	1%	1	0%
CDEP	1	0%	1	0%
DSS	6	0%	3	0%
STARS	62	3%	44	2%
SLAMS	23	1%	5	0%
Total	2299		1820	
<i>EOPS: Extended Opportunity Programs & Services; OTI: Occup. Training; EDC: Educational Diagnostic Center; DSS: Disabled Student Services; STARS: Student Transfer Academic Retention Services; SLAMS: Student Leadership Academic Mentoring for Success; CARE: Cooperative Agencies Resources for Education; CDEP: Career Development Employment Program</i>				

programs and pockets of services all designed to aid ESL, under-prepared, and at-risk students. While each of these programs has merit, they do not meet the holistic needs of the student, and overwhelm staff, faculty and the college as a whole. **For students, faculty, program managers, and counselors alike, such a chaotic array of “avenues to success” is confusing, in fact, formidable; additionally it is expensive and not responsive to the needs of the students.** As documented previously, too few developmental level students find or seek appropriate support and guidance; too few students know or are directed to alternative methods and programs designed for their particular needs; too few staff and faculty are sufficiently aware of various instructional or support services available

for developmental students and refer/direct individual students to them. *Strategies are proposed in this grant for centralization and coordination of developmental instruction and counseling to help alleviate this problem.*

Poor Access to Information for Advising, Referral, and Student Tracking: Currently, there are no reliable **resources** for identifying potentially high risk students. Faculty and counselors do not have thorough and consistent **methods** for directing these students to appropriate sources for help. Additionally, they do not have clearly designated **places** to send students who need specific remediation. **Students have neither access to, nor help with designing Individual Educational Plans (IEP).** Counselors are unable to monitor a student's academic progress or to implement interventions at strategic points in a student's progress through the system.

De Anza's Ethnicity Success Gap: Fall 2005, the Director of Institutional Research shared data with faculty indicating student success rates in English and math by ethnicity. These figures dramatically highlight success gaps between African Americans, Filipinos, Hispanics and other ethnic groups. Contrary to College goals in *2005 Pathways for Student Equity*, **a gap of 5% to 38% exists between success rate of these groups** and the success rate of other groups such as Whites and Asians. **In Math 112 (Beginning Algebra) Asians and Whites passed at a 55% and 59% respectively while only 21% of African Americans and 48% of Hispanics passed.** In EWRT 100B, the developmental gateway for English, the success gap was closer but still unacceptable. Asians and Whites passed at 82%, while 77% of African Americans, 73% of Hispanics and 79% of Filipinos passed.⁷ In October 2005, the visiting Accreditation Team recommended that De Anza exert every effort to close this ethnicity success gap.

PROBLEMS OF FISCAL STABILITY

California does not fund multiple class repetitions: De Anza does not receive CA State apportionment when a student repeats a course more than twice. The following chart analyses the number of students repeating in just one class (**5.5 unit course *Preparatory Reading & Writing***

⁷ These figures do not account for the students who began in lower-level developmental classes and failed to make it to the EWRT 100B level.

Skills). If only 1 in 10 of the 375 repeaters was taking the class for a 3rd time, \$100,000+ in revenue went uncollected in the last two years for repeaters in just this one class. In addition, 15 sections of the 5.5 unit class *Preparatory Reading and Writing Skills* must be offered each year just to allow enrollment of those students repeating course.

High cost of repetitions from just a single developmental level English course		
EWRT 100B: Preparatory Reading and Writing Skills (taken concurrently with EWRT 160-Guided Practice in Reading and Writing)	An average of 76% of enrolled students (2000-2005 cohorts) successfully passed EWRT 100B. BUT <u>Persistence:</u> Cohort tracking indicates that only 53% of students beginning at EWRT 100B are passing English 1A within the next three years. <u>Repeaters:</u> Students can retake EWRT 160 (which prepares them to pass exit test) 3X for credit.	2000-05 assessment data, indicates an avg of 57% of students tested place at 100B-1 courses below transferable 1A. About 2500 students take this course each year – the majority of whom have declared degree and/or transfer as goal. <i>In a typical Fall term, 35 100B sections enrolling a total of almost 1000 students is offered.</i>
Of the 2500 students who take EWRT 100B annually, an average of 15% (375) repeat each year. 375 students = 15 class section of 25 students.		

The current budget remains unstable because a 7% drop in enrollment, a drop that probably still reflects the remnants of the economic downturn suffered by the Silicon Valley. Hiring of new personnel has been postponed, technical trainers and classes designed to teach faculty how to use innovative technology were eliminated and equipment replacements have been delayed.

PROPOSED SOLUTION TO PROBLEMS: Strengthen and centralize the coordination of student success efforts for developmental students into two large, staffed, and well-equipped Centers - with embedded assessment, advising, tutoring, and instructional methods targeting a decrease in the equity gap among ethnic groups: **Language Arts Success Center (LASC) and the Math Resource Center (MRC)**. Both Centers will be supported by increased collaboration on success of students between Students Services and Instruction and faculty and staff development.

4. KEY INSTITUTIONAL GOALS	
De Anza 2005: Pathways for Student Equity, Achieving Goals of Master Plan, emphasizes three Title III related goals paramount to the college mission:	<p>1) Increase number of students earning degrees & certificates;</p> <p>2) Improve the success rates of all students across demographic groups so that learning outcomes are comparably high with no more than a 5% variance between each group;</p> <p>3) Build the college's research to examine student learning outcomes & retention</p>
<p>The Goal Setting Process is an integral part of effective shared governance at DeAnza. The following College goals respond to documented problems and weaknesses and were extracted from DeAnza departmental level planning documents –</p>	
<p>Academic Goal: To increase % of students successfully progressing through developmental Math and English course sequences into college programs and persisting to completion of AA/AS degrees, vocational degrees or transfer status.</p>	<p>Related College Academic Goal Statements</p> <ol style="list-style-type: none"> 1. Redesign curriculum, programs and services to increase efficacy of bridging developmental students to college-level 2. Decrease equity gap in course and program completion. 3. Establish a Language Arts Success Center, centralizing College Readiness, tutoring, embedded counseling, and English/Reading/Writing diagnostic assessment 4. Establish a Math Resource Center, centralizing MPS, tutoring, embedded counseling, and diagnostic math assessment testing/re-testing 5. Increase professional development faculty teaching development level 6. Train faculty in instructional applications of technology. 7. Continue to identify causes of poor persistence and research best-practice approaches for implementing change in classrooms 8. Develop faculty training in uses of technology, of on-line system for input and tracking of student progress.
<p>Institutional Mgmt Goal: To increase numbers of dev. students using support services, strengthen and restructure service and referral systems in advising, assessment, and tutoring</p>	<p>Related College Institutional Management Goal Statements</p> <ol style="list-style-type: none"> 1. Work to decrease equity gap in student success, especially in math. 2. Strengthen student assessment, tracking systems, and early alert 3. Implement Individual Ed Plan (IEP) use for developmental students. 4. Develop increased capacity for diagnostic student assessment, with regular retesting for determination of skill mastery. 5. Student Services and Instruction will work together to create Math Resource Center and Language Arts Success Center as hubs for embedded student support and improved referral and follow-up systems. 6. Review service programs, restructuring as appropriate to increase effectiveness, improve access, and eliminate unnecessary duplication.
<p>Fiscal Goal: To decrease revenue loss: course repetitions & services duplication</p>	<p>Related College Fiscal Goal Statements</p> <ol style="list-style-type: none"> 1. Decrease numbers of students repeating courses (3rd repetition or greater = no revenue). 2. Reduce costly duplication of programs and services

5. Five-Year INSTITUTIONAL OBJECTIVES to Measure Success of Reaching Goals	Related Problems & Goals																														
<p>Objective 1. Persistence to Degree Achievement for Students Entering at Developmental Level: At least 18% of 2006-11 student cohort, entering at developmental level in Math and/or English, will progress to completion of degree requirements, compared 1998-2004 cohort 6-year baseline of 13%.</p> <p>Objective 2. Developmental English/Reading/Language Arts Progression</p> <ul style="list-style-type: none"> • <i>English 200:</i> By September 2011, increase the percentage of students beginning at EWRT 200 who pass English 1A within five years to 45%, over a 1998-2004 cohort baseline of 35%. • <i>English 100B:</i> To increase the percentage of students beginning at EWRT 100B who pass English 1A within three years to 65% over a 1998-2004 cohort baseline of 53%. <p>Objective 3. Developmental Math Progression:</p> <ul style="list-style-type: none"> • <i>Math 210 - Pre-Algebra:</i> 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%. • <i>Math 112 - Beginning Algebra:</i> 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 three years, compared to a 2000-05 cohort baseline of 40% progression. • <i>Math 114 - Intermediate Algebra:</i> By September 2011, increase percentage of students beginning at Math 114 who pass course to 75% over a 1998-2004 cohort baseline of 70%. <p>Objective 4: By September 2011, increase by four times over the 2005 baseline of 15% the percent of faculty teaching developmental math and English who have integrated use of technology and best practices into their courses. <u>Targets:</u> 07-08: 20%; 08-09: 33%; 09-10: 45%; 10-11: 60%</p>	<p>Academic Problem #1: 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.</p> <p>Title III Academic Goal: Increase % of students progressing through developmental Math and English sequences into college programs and persisting to completion of goal.</p> <p>All 5 CDP Objectives also address Fiscal Problem #3 and Fiscal Goal. <i>See Activity Objectives For Related Annual Performance Measures to monitor progress</i></p>																														
<p>Objective 5. Student Services for Developmental Students: 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.</p> <p>Baselines & Annual Targets follow:</p> <table border="1" data-bbox="176 1144 1501 1325"> <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>Tutoring 2004 Baseline: 4%</td> <td>8%</td> <td>12%</td> <td>15%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>Counseling 2004 Baseline: 16%</td> <td>20%</td> <td>25%</td> <td>33%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>Individual Ed Plan -IEP 2004 Baseline 5%</td> <td>7.5%</td> <td>10%</td> <td>15%</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>Diagnostic Assessment 2004 Baseline: 2%</td> <td>---</td> <td>10%</td> <td>20%</td> <td>30%</td> <td>40%</td> </tr> </tbody> </table>		06-07	07-08	08-09	09-10	10-11	Tutoring 2004 Baseline: 4%	8%	12%	15%	18%	20%	Counseling 2004 Baseline: 16%	20%	25%	33%	40%	50%	Individual Ed Plan -IEP 2004 Baseline 5%	7.5%	10%	15%	20%	25%	Diagnostic Assessment 2004 Baseline: 2%	---	10%	20%	30%	40%	<p>Institutional Mgmt. Problem #2: Too few developmental students are served by a fragmented and duplicative infrastructure of student support programs & uncoordinated support services.</p>
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6. INSTITUTIONALIZING NEW PRACTICES AND IMPROVEMENTS:

Impact on Accreditation Recommendations: By implementing Title III strategies, De Anza will directly respond to three recommendations for improvement. The College will 1) evaluate student success more directly through use of student outcome measures; 2) strive to close performance gap between African Americans, Filipinos, Hispanics and other ethnic groups; and 3) provide much needed faculty and staff development, particularly in technology.

Title III Leverages Permanent Changes in Programs & Facilities: The proposed Activities will develop and institutionalize the **Language Arts Success Center (LASC)**, which will be housed in the renovated Advanced Technology Building, and the **Math Resource Center (MRC)**, in a central space in the new Science Building. The locations for these Centers have been built or are being renovated with Measure E bond funds, and **donations have been secured for a portion of the equipment to establish these Centers.** Title III is only being asked to assist with a portion of the start-up costs.

Commitment to Equipment Maintenance and Upgrade: In concert with the District Technology Center, De Anza will fund post-grant maintenance, equipment and software upgrades and license renewals. These costs will be included in college departmental budgets on an annual basis. De Anza will 1) purchase equipment that can be serviced by present staff; 2) purchase hardware that has a lifetime expectancy beyond the years of the grant; 3) purchase technology with a warranty of at least a year and site licensed software with built-in upgrades.

Compliance with Required Governance and Curriculum Approval Processes: Following standard procedures, any new curricula will be submitted to department faculty for approval then sent to the De Anza College Curriculum Committee for scrutiny and approval.

Continued Professional Development: The establishment of a cadre of internal expertise in developmental education via the Kellogg Institute, will position the College for continued professional development via a train-the-trainers strategy. On-going training as planned in this application includes new strategies, methods, and technologies, and provides for effective continuation of those new practices at the conclusion of funding. Faculty training will be planned in conjunction with the Office of Organizational and Staff Development which will assume the on-going costs for faculty and staff training which will be needed post-grant.

Staffing the LASC and MRC Post-grant: In addition to creation of new LASC and MRC Coordinator positions, this proposal designates - on a release/replace model - dedicated faculty and staff with well-established working relationships, qualified and ready to assume responsibilities, who will help to assure post-grant continuation. Those closest to responsibility for institutionalization are part of team designing and implementing this project.

SUSTAINABILITY OF MATH AND LANGUAGE ARTS CENTERS Cost Analysis for Recurring and Non-recurring Costs Related to Title III Funding	
Recurring Costs to run LASC & MRC <i>Post Title III</i>	Non-recurring Costs <i>Five Years of Grant Only</i>
<ul style="list-style-type: none"> • Salary/benefits for Center Coordinators • Salaries/benefits for Instructional Assistants, Faculty and Tutors • Upgrades/replacement for equipment • Additions, upgrades, and probable eventual license fees • Supplies budgets • On-going training for staff and faculty • Technical support and equipment maintenance 	<ul style="list-style-type: none"> • Faculty replacement costs for curricula and methods development and pilot-testing • Costs for training new DeAnza internal expertise at the Kellogg Institute for Developmental Educators • Initial equipment and software acquisition • Initial set-up of Centers procedures, security, and scheduling, etc. • Initial development of training materials • Grant management personnel, supplies and travel costs

Fiscal Commitment to Post-grant Continuation: Toward validation of De Anza’s absolute intention for full institutionalization of operational costs of these centers post-grant,

College leaders met (included reps from Budget Planning, Instructional Management, Facilities Planning, Faculty and Staff, along with the lead of the Title III planning group) and completed a comprehensive analysis of costs related to creation and continuation of these Centers. The ‘Sustainability...’ table on the preceding page is a composite of the parameters of the discussion.

Because the district had a 7% drop in enrollment in Fall 2005 and strict budgetary restrictions have been temporarily implemented, DeAnza is forbidden to submit this project showing any costs phasing onto the college budget. Had this prohibition not been in place, we would have absolutely submitted a budget phasing the MRC and LASC director positions off the grant in years 3, 4, and 5. DeAnza leaders are confident that funds for continuation will be available in 2010-2011 as shown in the following table:

Where Will the Money Come from to Sustain/Institutionalize the MRC and LASC?
<ol style="list-style-type: none"> 1. Cost-effective centralization of services will be a result of this grant. Included in the Activity is a plan to reassess all special services programs and combine, coordinate, and restructure or eliminate them as appropriate. A large portion of the funds freed by this restructuring will be directed to continued funding the Title III activities. 2. Many faculty will retire within the next five years, allowing for restructuring of assignments and workloads. Faculty will be reassigned part of their contractual assignments to activities in the LASC and MRC. 3. Additional revenues will result from decreasing the incredibly high number of third time course repetitions which are not funded by the State. <i>As described in the fiscal stability problem, it has been <u>conservative</u> calculated that over the past five years, there have been between \$250,000 and \$500,000 in lost revenue allocation reimbursements – mostly due to multiple repetitions in developmental level classes.</i> 4. Finally, if even 50 additional full-time students per year (25 per semester) – 250 over five years - are prevented from dropping out by restructured student support services and the support of the MRC and LASC established with via Title III it will substantially add to college budget. $250 \text{ FTE} \times \\$3350 = \\$837,500$ in new revenues per year.

ACTIVITY OBJECTIVES - LANGUAGE ARTS SUCCESS CENTER (LASC)																																				
Relationship to Institutional Goals: LASC Objectives are Annual Performance Measures for CDP 5-year Objective 2 and directly respond to CDP Problems & Goals as charted on page 19																																				
Year 1	LASC Objective 1.1 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).																																			
Year 2	LASC Objective 2.1: 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 LASC Objective 2.2: 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).																																			
Year 3	LASC Objective 3.1: 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). LASC Objective 3.2: 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.																																			
Year 4	LASC Objective 4.1: 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).																																			
Year 5	LASC Objective 5 .1: 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%. LASC Objective 5.2: 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%.																																			
Objective 6: Professional Development and Technologies Training for Faculty teaching developmental courses (Shared Objective with Math Activity): 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:																																				
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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.																																				
Student Services for Developmental Students (Shared Objective with Math Activity): 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:																																				
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ACTIVITY OBJECTIVES -- MATH RESOURCE CENTER (MRC)	
Relationship to Institutional Goals: MRC Activity Objectives are also Annual Performance Measures for CDP Objective 3 and directly respond Problems & Goals as charted on page 19	
<u>Year 1</u>	MRC Objective 1.1: 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).
<u>Year 2</u>	MRC Objective 2.1: 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. Math Objective 2.2: 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.
<u>Year 3</u>	MRC Objective 3.1: 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. MRC Objective 3.2: 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.
<u>Year 4</u>	MRC Objective 4.1: 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). MRC Object. 4.2: 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.
<u>Year 5</u>	MRC Objective 5 .1: 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%. MRC Objective 5.2: 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. MRC Objective 5.3: 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> See preceding page.	
Objective 6: Professional Development and Technologies Training for Faculty teaching developmental courses Objective 7: Student Services for Developmental Students	
ACTIVITY Responds to College Problems and Accreditation Recommendations in CDP	
Problem #1 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.	
Problem #2: Too few developmental students are served by a fragmented and duplicative infrastructure of student support programs & uncoordinated support services.	
Accreditation Recommendations	
#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.**⁸ 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.⁹ 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.^{10, 11}

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

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

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

¹¹ <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.^{12, 13}

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

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

¹³ 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.

LANGUAGE ARTS SUCCESS CENTER				
<i>Timeline, Major Tasks & Persons Responsible for Strategies Development</i>				
Year 1	Year 2	Year 3	Year 4	Year 5
Strategies to Improve Progression of Developmental English Students <i>Activity Director, Faculty</i>				
LASC-finalize design& policies <i>Activity Team</i>	Pilot LART 200/100 <i>Faculty</i>	Develop computer-assisted writing strategies and tutoring materials for LASC. Pilot with LART 200/100 <i>Faculty & Activity Director</i>	Develop On-Line Modules in English and Reading.	
		<i>LARC Faculty Team</i> develops and pilots new teaching strategies, modules and CAI in English & Reading. Evaluate, modify, institutionalize.	Pilot: Engl 100B <i>/160 Faculty</i>	Pilot EWRT 200/150 <i>Faculty</i>
Curriculum review and revision in English: <i>Faculty</i>				
Expand Tutoring Support Into LASC: <i>Instructional Associates and Tutors</i>				
Embedding of Vital Support Services into Language Arts Success Center <i>WHO: LASC Activity Director, LASC Counselor, Assessment Director</i>				
Review & Select English Diagnostic Assessment for Pilots. Develop skill specific assessment tests to assess deficiencies and test for mastery.	Pilot Diagnostic Assessment for Writing & Eng. skills development. Eval/modify. Pilot / LART 200/100 <i>Assessment Dir, Counselor, Faculty</i>		Refine and institutionalize new assessment procedures	
Individual Ed Plans: <i>LASC English Counselor</i> phases-in development of IEPs with developmental English students in conjunction with Math Counselor in MRC to avoid duplication.				
Faculty Development and Instructional Technologies Training <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).¹⁴ The LASC will provide space for Computer Assisted Instruction (CAI), small group meeting areas, group tutoring and various modes of supplemental instruction.¹⁵ 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.

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

¹⁴ 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.

¹⁵ “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,¹⁶ 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.¹⁷

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

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

¹⁷ 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.¹⁸ *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

¹⁸ 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.¹⁹ 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.”²⁰

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

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

²⁰ 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.²¹

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.

²¹ 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.^{22, 23}

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

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

²³ 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.

Combined Implementation Details and Timelines for Language Arts & Math Centers			
Personnel	Tasks & Results	Timeline	Relationship to Obj's
Project Start-Up			
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	Good Communication Strong Staffing Timely Project Start-up
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	
On-going for All Five Years – Only Listed in These Tables Once			
<p>Compliance by all Project Staff with Foothill-DeAnza and federal guidelines for purchasing, travel, contracts and consultants.</p> <p>Continual Monitoring, Strong Activity Management and Effective Communications (<i>See Project Management Plan</i>)</p> <p>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. (<i>See Evaluation Plan</i>)</p>			
Year One 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.	Ongoing beginning in year 1	Combined Objective 7 Supports and strengthens all objectives
“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			
Year Two LASC Activity Team, Faculty Instructional Assistants	Develop CAI/tutoring/instruction assistance program for developmental English/ Language Arts beginning with tutorials for LART 200/100 . Pilot Spring Qtr 08	10/07 – 9/08	LASC Objective 2.2, 3.2 Combined Objective 7
MRC Activity Team, Faculty Instructional Assistants	Develop CAI/tutoring/instruction assistance program for developmental Math beginning with tutorials for Math 210 . 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 Diagnostic Testing , 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 faculty development program focusing on technology in the classroom and teaching to diverse learners. Develop calendar of events and workshops Arrange for experts and offer training	On-going beginning in Year 2	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	On-going beginning in year 2	Combined obj s 6 and 7 Also all LASC and MRC progression objs
Year Three 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 alternative teaching	Ongoing	Combined Objective 7

Instructional Assistants	strategies , modules, CAI in English, reading and math per year	beginning in year 3	Also all LASC and MRC progression Objs.
Embedded Counselors, faculty, Assessment Office	Pilot Diagnostic Testing implement mastery testing portion of assessment. (LASC/MRC) Beginning with Math 210 and all EWRT/READ developmental Cohorts	Pilot Fall 2008	LASC Objective 3.1 MRC progression Objs. Combined Objective 7
Year Four 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.	Ongoing beginning Year 4	MRC/LASC progression & retention objectives Combined Objective 7
Embedded Counselors, faculty, Assessment Office	Pilot Diagnostic Testing implement mastery testing portion of assessment. (LASC/MRC) developmental Math and LART 200/100	Pilot Fall 2009	MRC Obj. 4.1, 4.2 LASC Objective 4.1 Combined Objective 7
Year Five 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
Final Evaluation, Internal and Independent Assessments , Final Reports to Department of Education and to DeAnza College See Project Management and Evaluation Plans			

KEY PERSONNEL

TITLE III COORDINATOR (50% Time)	
Job Description	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.
Duties:	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
Qualifications of Carolyn Keen – Title III Coordinator	
Related Experience	<u>Stanford University, CA 1984 – 2000: Lecturer- Writing & 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
Formal Education	<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
Other	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

Administrative Assistant (50%) Works under supervision of Title III Coordinator.	
Duties	Assists w/ <i>Project Manual</i> ; compiles reports; maintains records; processes purchase requests; communications hub; arranges mtgs; prepares/distributes materials
Required Exper.	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.

Qualifications - Activity/LASC Director		Gregory Anderson
Academic Education and Credentials	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.	
Related Professional Experiences	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.

Qualifications - Activity/MRC Director	
Title III Duties	Title III duties and duties as MRC Director are described in full above
Minimum Qualifications	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.

English Lead	Judith A Hubbard	Reading Lead	Ulysses Pichon
English	Julie Sartwell	Reading	Kristin Skager
English	Marilyn Patton	Reading	William Turner
Math Lead	Barbara Fink	Counseling Lead	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

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	
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

Bert Manriquez, Director of Assessment – Work with LASC and MRC Directors and staff regarding assessment instruments. – paid in full by De Anza College	
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

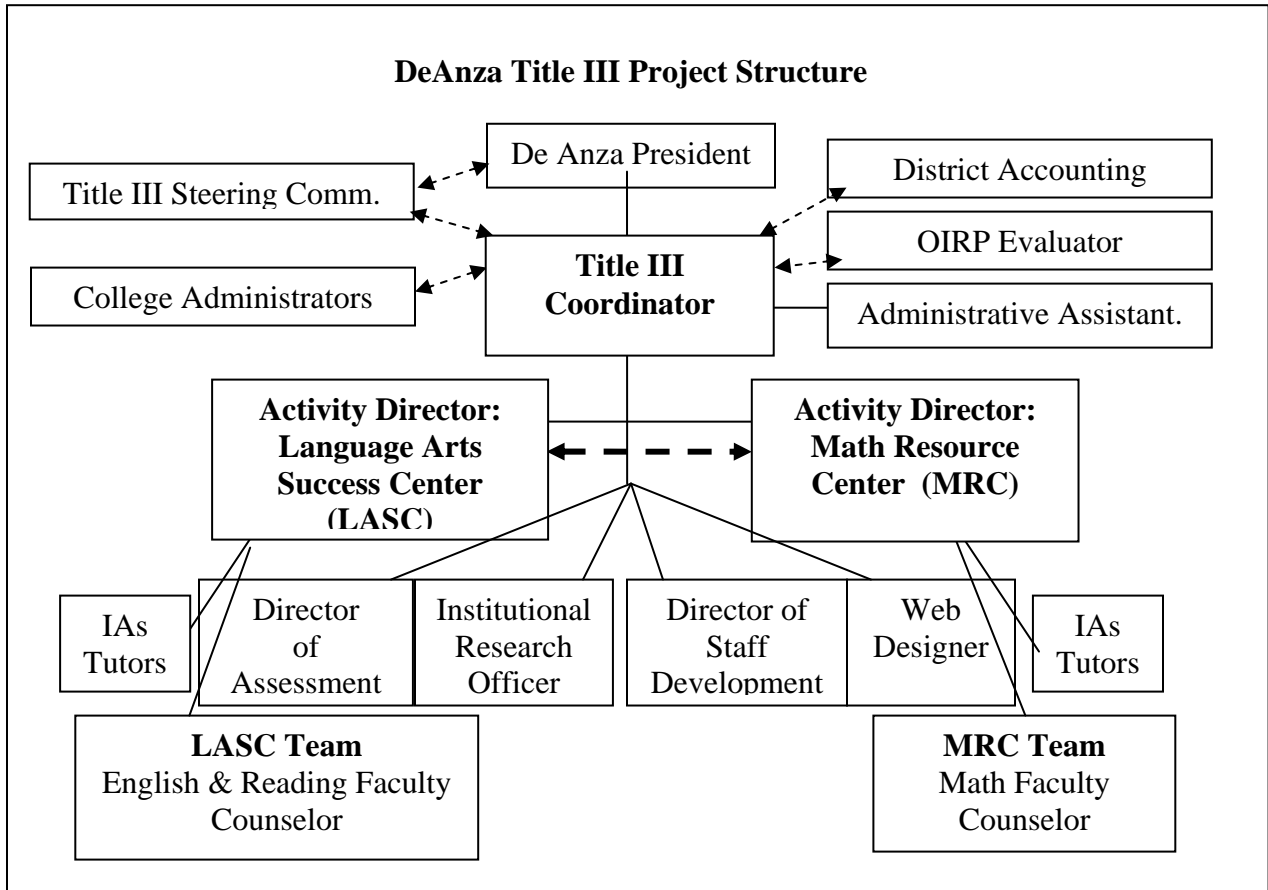
Kevin Metcalf, Web Designer assist faculty in design of web sites for the LASC and MRC.	
Academic Ed	B.A., Computer Science, Point Loma Nazarene University, 1999.
Related Prof. Experience.	2001-Present, Web Programmer, DeAnza; 2000-01, Lighthouse Bus.Partners, Cupertino, CA; 1997-2000, Lighthouse Marketing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

of Activity Directors (report to Ms. Keen), numerous faculty (see *Key Personnel*) and with direct input from administrators, the Title III Steering Committee, and District financial officers.

Ms. Keen will have authority over the Activity Director and project staff for the percent of their workload assigned to the grant. **See *Key Personnel* for Job Descriptions and Resume Briefs.**



Methods to Monitor and Manage Project

The President will appoint a **Title III Steering Committee** reporting to him. This oversight committee will meet quarterly with project staff to: serve as a resource for Project Coordinator; review quarterly reports; recommend ways to improve project and make it more cost-effective; assure project goals and activities

- Steering Committee**
- 3 faculty members
 - 2 student service reps
 - 2 staff members
 - Business Office rep
 - 2 students
- Coordinator and Activity Director serving ex-officio.

continue to be consistent with institutional mission and goals; and support institutionalization of new practices and improvements. Minutes of the meetings will be posted on Title III website.

The Title III Coordinator will develop a **Project Policies and Procedures Manual**, to be updated as needed, as a guide for effective management. A printed copy of this manual will be given to the Activity Directors, and all other project personnel and Steering Committee will have access to an electronic version of the complete manual and all forms online.

Communication Methods and Management Procedures	
Title III Participation in meetings & Standing Committees	<ol style="list-style-type: none"> 1. Attendance and participation in weekly meetings of the Administrative Cabinet by Title III Coordinator. Attendance/participation in other college governance committees as appropriate for Activity Directors and project staff. 2. The <u>Title III Staff will meet twice a month</u> or more as needed during the start-up quarter of project, once a month for first year, quarterly, thereafter. Minutes of meetings will be kept by secretary and posted on website.
Reporting & Communications	<ol style="list-style-type: none"> 3. Interim, Annual & Final Reports will be submitted to College and ED. 4. Quarterly summary reports will be prepared for President, Vice-Presidents, Deans, Steering Committee, Faculty Senate and Student Body (DASB). 5. An annual update will be made to the Board of Trustees 6. <u>A website</u> will be developed for posting of minutes, sponsored events (workshops, faculty development opportunities, etc.) and project outcomes 7. <u>Formative Evaluation Updates and Outcomes Reporting</u>: reports generated by the on-going evaluation process (<i>see Evaluation Plan</i>) will be included in all reports and posted on the website.
Project Records	<ol style="list-style-type: none"> 8. Records to be kept will include <u>fiscal records</u>, an <u>equipment inventory</u>, <u>time and effort forms</u> for payroll documentation, and <u>monthly progress reports</u>.
Personnel Evaluation	<ol style="list-style-type: none"> 9. Title III personnel will be evaluated according to standard institutional evaluation policies.

PROJECT EVALUATION PLAN

Evaluation Design: (1) Evaluation will be a continual process, NOT a set of ancillary tasks amended to the grant project once or twice a year; (2) Involvement of a research and evaluation professional during grant development to assure reliability and validity of baseline data provided; (3) A third- party evaluation will be conducted by the District’s independent Office of Institutional Research & Planning, OIRP; (4) Adherence to *scientifically valid education evaluation methods* including use of multiple measures such as questionnaires, surveys, interviews and focus groups, control and comparison groups, and pre-post testing; (5) Staff with responsibility for institutionalization of activities post-grant will be involved in evaluation processes; and (6) Regular integration of Title III formative and annual summative assessment data into DeAnza institutional planning processes.

What Do We Mean by our Statement that ‘Evaluation will be a Continual Process’?
 At every meeting of the Title III staff, Activity Subcommittees, and Steering Committee, the topic of project assessment and outcomes tracking will be part of the agenda. Discussions of measurement tools and data collection methods will be integral to every pilot-test and new practice being implemented, with on-going adjustments of plans as needed.

Responsibility for Evaluation: Coordinator Keen and DeAnza Institutional Researcher (IR) Dr. LaManque, (worked with Title III team on application), will share overall responsibility for Evaluation. The Activity Director and Math and English Team leaders will be responsible for working IR to set up data collection; faculty will be responsible for administering measurement tools (surveys, , pre/post tests, etc.). Ms. Keen and Dr. LaManque will conduct focus groups.

Andrew LaManque, Ph.D. - Internal Evaluation Lead	
Academic Education and Credentials	B.S.,-Management Science (Finance), SUNY at Geneseo, 1986 M.A., - Economics, 1989, SUNY at Albany M.S. - Educational Administration, SUNY at Albany, 1991 Ph.D., - Education Policy, Politics and Law, SUNY at Albany, 1993
Related Professional Experiences	2002: Present, Research and Planning Officer, De Anza College; 2001: Coor. Business & Finance Policy Rsch, Office of President, Univ. of CA; 1996-2001: Sr. Research Analyst, Univ of MD; 1993-96: Exec. Asst to VP Instruction, Mohawk Valley Comm. College, Utica, NY.

The **Title III Steering Committee will also serve as a *Monitoring Committee***, reviewing on an ongoing basis assessment of the project's progress toward achieving the objectives and making recommendations for needed modifications to strategies.

External Evaluation: The Foothill DeAnza Community College District has an excellent independent Office of Institutional Research and Planning (OIRP) which supports the institutions in the district, with highly trained and credentialed staff. OIRP has established a solid reputation for conducting quality third-party evaluations on private and public special projects throughout the region. OIRP is a cost-effective (no additional cost to grant) vehicle for a quality external assessment and independent interpretation and analysis of data. *Unlike typical external evaluators, OIRP can be involved on a quarterly basis with formative assessments, rather than once a year.* Composite evaluation reports will be written each year with distribution to President, the President's Council, the Deans' Council, the Faculty Academic Senate, and Title III Steering Committee (which has student representation). Evaluation will also be posted on the project website, and sent to ED with Annual Reports. Feedback and information in the evaluation reports will be looped back into planning processes.

Measurement of Attainment of CDP and Activity Objectives.

For most pilot strategies, a student cohort of participants will be tracked for success and progression outcomes. The Institutional Researcher and the Activity Directors will set up tracking mechanisms for each student cohort. Student course completion, persistence data relative to the individual educational goals of students (attainment of AA/AS degree or Technological or Vocational Certificate), grades, and eventually, transfer data will be gathered in formative stages throughout the project. Two sets of data files will be maintained and reported: longitudinal data, the basis for trend studies or time-series studies for ascertainable changes in

student cohorts as a result of pilot interventions. Cross-sectional data typically reflect day-to-day operations (*increased use of Centers, Tutoring, Counseling, over time*) and will be useful as historical records for each reporting period.

Data Sources and Data Elements	
<p><u>MIS Support:</u> DeAnza IR, as well as District OIRP, works with a sophisticated MIS attached to the State system. All CA community colleges submit 14 data files to Chancellor’s Office within 30 days following last day of instruction each term. Four files comprised of computed variables (e.g., academic level, term & GPA) are created from combinations of static data files. Additionally, two files (program awards and financial aid) are submitted annually. In total, 166 data elements, or computed variables, are reported. There are three major categories of information (Student Data, Faculty and Staff Data, Course Data). Each database includes at least one “key” variable that enables linkages to other databases. Via this method, one-to-one, one-to-many, and many-to-many database relationships can be created.</p>	
Objectives ^(**)	Data Elements Related to CDP and Activity Objectives
Course Success and progression CDP Obj. 1, 2, 3 LASC/MRC 1-5	Info on course success will come from IR tracking files derived at the end of the term from the SIS (<i>grades</i>). Student progression through math and English sequences will be tracked (<i>courses</i>) tracking of <i>student cohorts</i> term-to-term & across multiple terms.
Monitor Student Use of Services CDP Objective 5 Activity Objective 7	LASC & MRC Directors will have <i>students log in</i> with student ID to database for tracking. Data analysis linkages can be made to assess impact of <i>frequency of use of Centers, Tutoring, and Diagnostic Assessment on grades and progression</i> of students and cohorts.
Equity: Demo-graphic Sorting of ALL Outcomes	Demographic information on students will be derived primarily from student responses to questions on application. (<i>Ethnicity, income, fin aid status, age, gender, zip code, family status, working status</i>)
Achievement of Degrees CDP Objective 1	Information on <i>students eligible for a De Anza degree</i> is extracted from SIS each summer for the proceeding year. <i>Cohorts of students participating in pilots (course lists)</i> and using services can be tracked.
IEPs/Progression toward stated goals) CDP Objective 5 Activity Objective 7	Initial info on <i>student goals</i> is derived from DeAnza application – data entered into MIS. In future this info will be augmented with data from information system in development to longitudinally track <i>progression on IEPs Individual Ed Plans each quarter</i> (similar to a degree audit).

Evaluations by Students (all Objs) & Faculty Satisfaction with Training & New Practices CDP Obj 4; Act Objective 6	Multiple measures will be used to gather <i>student and faculty evaluation feedback</i> , including standard questionnaires, surveys, individual and group interviews, and focus groups. Information on <i>student satisfaction</i> will be derived from Classroom Assessment Techniques (CATs) conducted by individual faculty members, as well as surveys of the general student population using random samples.
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BUDGET DETAILS

Per Instructions at the Application Development Workshops Given by Title III Program Staff, the Project Management Budget is Integrated with the Activity Budget

1. PERSONNEL					
Personnel Costs	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
Title III Coordinator	30,134	32,590	35,246	35,118	41,225
Activity/LASC Director	45,769	49,499	53,634	57,897	62,615
Title III Adm. Asst.	21,476	23,226	25,119	27,166	29,380
Faculty release (English)	26,500	42,848	44,133	45,457	23,384
Activity/MRC Director	38,841	42,007	45,431	49,133	53,138
Faculty Release (Math)	15,600	16,068	16,550	17,046	17,558
Faculty release (Counseling)	10,400	10,712	11,033	11,364	11,705
Instructional Associates	40,032	41,332	42,572	43,849	45,164
Total Personnel	228,762	258,282	273,617	290,030	284,169

2. FRINGE BENEFITS (% of Salary on which Benefits are Calculated)					
Position	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
Title III Coordinator (44%)	13,168	14,242	15,402	16,658	18,051
Activity Director (33%)	14,967	16,186	17,506	18,932	20,475
Title III Adm. Asst. (44%)	9,385	10,150	10,977	11,872	12,839
Faculty release (English) (14%)	3,684	5,956	6,134	6,139	3,250
MRC Supervisor (33%)	12,701	13,736	14,856	16,067	17,376
Faculty Release (Math) (30%)	4,664	4,804	4,948	5,0997	5,250
Faculty Rls(Counseling) (30%)	3,110	3,203	3,299	3,338	2,500
Instructional Associates (44%)	17,494	18,062	18,604	19,162	19,737
Total Fringe Benefits	79,173	86339	91,726	97,505	100,442

3. TRAVEL					
Year 1: \$26,000					
<p>Title III Coordinator & Activity Director to WA D.C. for national meeting. \$600 air, lodging & per diem \$250/day x four days, ground transportation \$75, airport parking \$30 (Total: 2 @\$1705 =\$3,410)</p> <p>The Kellogg Institute at Appalachian State University, NC trains and certifies</p>					

<p>developmental educators. We will send a team of four the first year: LASC and MRC Directors, 1 English & 1 Math faculty. <u>Costs:</u> \$3,222/person: \$2,572 in fees (includes the Institute fee, Residence Hall room for 4 weeks, and partial meal plan and shuttle service to and from Charlotte Airport) \$600 airfare, \$50 mileage and parking. Kellogg Costs Year 1: \$12,890</p> <p>California State Developmental Education Conference: San Diego, CA. Registration fee, airfare, lodging & per diem, ground transportation= \$950/person x 4 = \$3,800</p> <p>Conference on Asian American Refugee Students in San Francisco Bay area. Mileage and registration fees for 6 staff and faculty. 6@ \$350 = \$2,100</p> <p>Model Program Visitations: Mileage, Perdiem and/or Airfare to fund visitation of Writing Labs, Math Labs, Centralized Learning Centers, Student Success Centers in California and the Southwest by Title III personnel. \$3,800 to be split: 1/3 MRC, 1/3 LARC, 1/3 student services support personnel</p>	
<p>Year 2: \$13,200</p> <p>Title III Coord. to WA D.C. \$600 air, lodging and per diem \$250/day x four days, ground transportation \$76, airport parking \$30=(\$1,706)</p> <p>League of Innovation in Community Colleges: Technology in the Classroom Mega Conference. Los Angeles area. Team of six from LARC and MRC. Registration, airfare, lodging & per diem, ground transportation, airport parking \$1100 X 3 = \$3,300</p> <p>NADE 2007 Developmental Education: Piecing it Together (study labs, tutoring, team teaching, computer-based study programs etc) Air, lodging, registration=\$875 X 2 =\$1,750</p> <p>Kellogg Institute 2 @ \$3,222/person = \$6,444 (see year 1 details)</p>	
Year 3: \$9,400	<p>Travel Plan for Years 3-5 will be determined by Activity Teams, approved by the Title III Steering Committee, and submitted to the program office with performance reports.</p>
Year 4: \$8,600	
Year 5: \$3,800	

4. EQUIPMENT	
Year 1: \$36,028	LASC Smart Classroom Console \$15,000 2 Instructor Kiosks(\$6,000), 2 STS Kiosk Computers(\$7028), 2 B&W Laser Printers(\$4,000), projector (\$4,000)
Year 2: \$21,600	12 Computers(iMac/Intel) @\$1800 each for LASC and MRC
Year 3: \$14,400	8 Computers (iMac/Intel) @\$1800 each for LASC and MRC
Year 4: \$1,800	2 Computers (iMac/Intel) @\$1825 each for LASC and MRC
Year 5: \$7,200	13 Computers (iMac/Intel)@\$1850 each for LASC and MRC

5. SUPPLIES	
Year 1: \$15,047	<p>Diagnostic Assessment Software for LASC and MRC; Math software; Individual Ed Plan (IEP) supplies. Basic supplies for LASC, MRC and Title III office including paper, toner, printing</p>
Year 2: \$5,579	
Year 3: \$3,857	<p>Basic supplies for the LRC and MRC including paper, toner, printing. Assessment and IEP supplies.</p>
Year 4: \$11,65	
Year 5: \$389	

6. CONTRACTUAL	
Year 1: \$10,000	Web Programming (\$5,000), Network Services (\$5,000) Establishing the LASC and MRC websites
Year 2: \$15,000	Web Programming (\$5,000), Network Services (\$10,000) Development of an Online Writing Lab (OWL). Expansion of LASC & MRC website for student support links
Years 3-5: \$2,000 Per year	Web Programming (\$1,000), Network Services (\$1,000) Support of LASC and MRC websites

7. CONSTRUCTION -- None

8. OTHER	
\$5,000 years 1-3 \$2,500 year 4 \$2,000 year 5	Consultative Expertise for Workshops, Developmental Education Presenters, Equity Specialists and faculty development activities.

GENERAL BUDGET INFORMATION:

Salaries: Cost of living increases of 5.9% in 2006-07 and then 3% in succeeding years based upon College budget projections and analysis of the previous 5 year trend. All salaries, policies and procedures regarding faculty and staff contracts included in the Title III proposal are commensurate with College standards included in negotiated agreements.

Fringe benefits: The components of the fringe benefits include: FICA/Medicare – 7.7%; Worker’s Compensation – 1.5% ; unemployment – 0.1%; and all other health and retirement benefits of 24%,

Equipment: All purchases are completed by the purchasing department and are processed and authorized by the Vice Chancellor of Business Services following institutional policies and procedures. As is appropriate, all major purchases are made based upon competitive price analysis to ensure that the best products are purchased at the lowest price from a responsible and responsive vendor. College policy requires purchases to be made via written quote, formal invitation to bid or request for proposal.